

Educational Supplement

WEDNESDAY SEPTEMBER 30 1977 NUMBER 3251

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Round up of last week's news

Start at eight with breakfast say mistresses

More breakfast, more Bible, but no more hearing than is absolutely necessary... Start at eight with breakfast say mistresses

Growing need for Jewish schools

More Jewish schools are needed in the state system, Mr Norman St John-Stevens, Opposition spokesman on education, said last week.

Crossword No 1,103

Crossword puzzle grid with clues for Down and Across.

- Across: 1 Keep now to him torn (6), 4 No doubt he hopes for a cash return (6), 5 broody devil (5), 10 Juice squeeze makes (4), 11 Swiftly (5), 12 Answering back in (5), 16 Desecrators' speed (5), 17 An effort to defeat the grifter (5), 18 Flooded playing fields bring big money (8), 20 On two legs or four he noses things out (6), 21 This inventor's locking outdied the goose (6).

Chess

The misplaced piece It is always troublesome when you have put a piece on the wrong square since, at best, this means you will have to lose another move to get it on the right square.

Chess

Position after 14... Qf1-Q1 If you consider the field of action for each piece, then you will discover that it is the Knight that qualifies for the least space.

Chess

Position after 14... Qf1-Q1 Harry Golombek

MPs now want a 'Bullock report' on maths

A Government inquiry into the teaching of maths, on the lines of the Bullock inquiry into English teaching, was recommended last week by a Commons committee which spent a year investigating the educational standards of school leavers.

Heads in the dark about standards

The National Association of Schoolmasters-Union of Women Teachers has released the results of a survey of teachers' opinions on education. The survey, which was based on 714 replies from teachers in a questionnaire and 5 from heads, revealed a wide gulf between them on the vexed issue of academic standards.

Numbers now goes to ACAS

Stephen Cohen Applications for places on the new course at Bristol carried out by the Schools Council, which has also been trying to determine how many members the Admissions about 4,000 students expected to start courses next year.

Ex education

Little of the £7m in the support grant for In-service in Meadox comments on the moment for a survey? Mark Vaughan reports page 4

Draft questions

Local authorities have been asked to review the curricula in their schools by the Department of Education. We give detailed questions from the draft circular. page 10

Charmed circle

It is better to believe too much than too little. Or is it? Marjott Glastonbury questions some of the assumptions behind the writing of fantasy in children's literature. page 22

Higher-ff?

Adrian Hope describes some cheaper alternatives shown at the Harrogate High Pictorial Festival. page 26

Children's books

National Children's Book Week begins tomorrow; reviews and information pages 22, 23, 24

Sum total

F. W. Kellaway looks at mathematics and technical textbooks, post-graduate places throughout the country. page 19

Classified ad index

page 19

Cane inquiry

Why has the DES chosen this moment for a survey? Mark Vaughan reports page 4

Direct grants

Plans in resurrector extend the direct grant school system have been announced by the Tories, who say they will provide a network of assisted places throughout the country. page 5

Higher-ff?

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Sir Hugh Casson, president of the Royal Academy, takes a close look at Cuthbert and Phred, who won an award at the Kellogg's National Exhibition of Children's Art at the Mall Galleries, London.

Paying the piper while changing his tune

The accountability debate continues. The draft questionnaire which the DES has proposed for the local authority's curriculum review appears on page 10. On page 2 Professor Jack Wrigley, one-time member of the short-lived Curriculum Study Group and later responsible for the Schools Council's research programme, looks at the way the Assessment of Performance Unit is developing, and identifies its growing role in setting curricular guidelines.

No comment

ERRATA—Unit 2, p.4, line 7 from bottom: for "Darwin said that he had memorized Palsy at Cambridge but learned nothing from it," read "Darwin said of his days at Cambridge that Palsy's logic had charmed and convinced him, and had been of some use in the education of his mind."—Memo to students and tutors of The Open University Faculty of Arts.

Vertical text on the left margin, possibly a page number or reference.



# Flogging a dead horse?

Four months ago, the Department of Education and Science bewilder the education world by sending out a letter asking for views on corporal punishment. It was the timing that puzzled those who received it. The DES already knows the views of the 40 bodies on its mailing list, and there has been no great shift in opinion to spark off a new investigation. As recently as January, 1976, the then Education Secretary, Mr Fred Mulley, consulted the same bodies on exactly this subject. The majority of teachers are still in favour of keeping corporal punishment; the recent TES survey carried out by National Opinion Polls confirmed this (September 2).

## MARK VAUGHAN examines why the DES has revived interest in the corporal punishment debate

For the DES's new initiative the presence there of Mrs Williams and Miss Margaret Jackson, her Under-Secretary, are particularly noteworthy. Both are personally opposed to corporal punishment. Mrs Jackson's is undoubtedly the stronger force behind the latest investigation. Earlier this year, she received a number of letters from consultants about several "disturbing and unpleasant cases" which she could not send them a second letter without actually defending the present situation. This she found impossible to do. (Who said she to Mrs Williams defied and did not openly admit internal DES inquiry. This survey led to the current national survey of opinions. What is it now appears that views are too same—and will surely all be replicated in the DES's next survey on corporal punishment—what can be out of the exercise? The department's next move could be to start collecting information on individual complaints about the use of corporal punishment. It might also be possible to arrange private meetings for representatives to argue their cases. Another suggestion is for a study of school punishment books, and a careful look at what little research there is on the relationship between corporal punishment and vandalism.

# Black Beauty, Treasure Island still winners

A disturbingly large number of children have either failed to get into the habit of reading books by the age of 14 or have stopped reading them, according to a report published this week by the Schools Council. Children and their books is the final report of a survey on "The Book of the Year" research project carried out by a Schools Council research project team based at Sheffield University. The team surveyed 8,000 children in 381 schools in England and Wales in March 1977, concentrating on children aged 10, 11, 12 and 14 years. The report says that the 36 per cent of children who have not read a book in the last year are distributed as follows: 14 per cent in 10-year-olds, 14 per cent in 11-year-olds, 14 per cent in 12-year-olds, and 14 per cent in 14-year-olds. The team did have some interesting statistics on the books which they had read in the last year. Of these, 10 per cent were fiction, 10 per cent were non-fiction, 10 per cent were biographies, and 10 per cent were poetry. The team also had some interesting statistics on the books which they had not read in the last year. Of these, 10 per cent were fiction, 10 per cent were non-fiction, 10 per cent were biographies, and 10 per cent were poetry.

# Clash over new Tory direct grant plan



Proposals to revive the direct grant scheme, announced as a top priority for the next Conservative administration by Norman St John-Steves (left) last week, brought a prompt retort from Mrs Shirley Williams, Secretary of State for Education. If the proposals were ever implemented, she said, it would be a tragedy for education. Schools needed stability. The reintroduction of selection into the maintained system would bring uncertainty and damage the general objective of improving all educational standards by concentrating resources of teachers, money and materials for the benefit of a small minority.

Children of all levels of ability and aptitude can be successfully educated in the same school given capable teachers and additional help for those with special needs. Under the revival scheme the Conservatives promise to eliminate the old distinction between free and assisted places. Instead, parents would be offered an assisted places scheme that would allow them to claim central government help with fees. These would be remitted direct, without reference to local authorities, and on a means-tested basis that would ensure that those who could afford to pay should do so. Mr St John-Steves said the old

direct grant principle that a proportion of entrants should be drawn from the maintained schools would be retained, probably by insulating that at least a quarter of pupils at schools operating the scheme must come from state primary schools. Admission to the schools would be on a selective basis and government would offer an assisted places scheme that would allow them to claim central government help with fees. These would be remitted direct, without reference to local authorities, and on a means-tested basis that would ensure that those who could afford to pay should do so. Mr St John-Steves said the old

# Inspectors and advisers conference Advisers alerted to slump in social standards

Child pornography is the next social evil that will have to be considered, this warning was issued by Sir Alex Smith to members of a National Association of Inspectors and Advisers at their conference in Sheffield last week. Sir Alex, director of the Schools Council, said he was not so much worried by falling social standards as by falling educational standards. Where, he asked, were the new-people headlines about crumbling standards in public schools, in the press? Anyone who visits schools as I do cannot but be impressed by the commitment and high standards of teachers, he said. But children were influenced by the permissive consumer society in which they lived. The survey was carried out by the Schools Council in 1976. It showed that 36 per cent of children had not read a book in the last year. The survey also showed that 10 per cent of children had not read a book in the last year.

# Students opt for independence

More places are provided in halls of residence than students want, according to a survey on student housing commissioned by the DES. Living in flats is preferred to living in halls, in lodgings or in private houses, because of the freedom this offers. Half the students in the sample, taken in London, Birmingham, Leicester and Edinburgh, said they would not leave home were not

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# PERSONAL COLUMN

## Gerry Fowler Confusion at the core

Which would you prefer, a major expansion of the curriculum or a major reduction? This is the question which Gerry Fowler asks in his column. He discusses the curriculum and the role of the teacher. He also discusses the role of the parent and the role of the student. He argues that the curriculum should be broad and that the teacher should be a facilitator rather than a lecturer. He also argues that parents should be more involved in their children's education and that students should be more active in their learning.

# Minister treads softly towards collecting statistics on race

The Department of Education and Science wants to start collecting statistics based on race, Mrs Shirley Williams told the conference. Officials are trying to find out if there are any objections to collecting such information as how many West Indian children are classified as ESN or the numbers of teachers from minority groups. Mrs Williams said at present there were only estimates. For example, it was thought that about 800 teachers came from the West Indian community. The DES used to collect statistics on immigrants but this was stopped in 1973 when Mrs Margaret Thatcher was Secretary of State. At that time there were criticisms that these figures did not distinguish between ethnic groups or include anybody who had been in the country for 10 years. The Department has since been criticised for ignoring ethnic statistics altogether. Mrs Williams's speech was wide-ranging, touching on the need to train head teachers in management skills, on falling school rolls, and on the need to study good practice in comprehensives—the subject of a

# BACIE conference College heads lose out to power groups

Industry's managers are about to find out the hard way how tough life is in education. Worker participation will bring them problems and perils they already confront those who run colleges and polytechnics, they have been warned. The "general managers" of higher education outside the universities—heads of colleges and polytechnics—have constantly to contend with power groups in their governing bodies and academic boards and need to keep a constant eye on them in order to survive, says Dr Bonny Rust, principal of Hammersmith and West London College. He told the annual conference of the British Association of Commercial and Industrial Education at Cambridge last week that the virtual takeover of local authority control to governing bodies representing students and non-teaching employees as well as academic staff, had meant a loss of power and status for college heads. This did not sit as of right on the governing body, and could be counteracted on the academic board. The governing bodies had the wrong balance, and were unsure of their role. The academic bodies were too big and open to manipulation by external groups. "There are well organized groups fully capable of taking control and of insulating that political issues are discussed. Many quasi-political issues that arise can be judged on political rather than educational principles. It means that a great deal of time is consumed in making decisions, with management required to state its case and having to defend its actions", he said. The question that needed to be asked was whether, in extending participation, we had introduced conflict into the organization, and whether the same thing would happen with industrial democracy. The audience of industrial trainers, many of whom had already voiced their opposition to the proposal, could bring, listened stoically to Dr Rust's warning. But he ended by telling them that managerial leadership was still of profound consequence in the successful achievement of the aims of the organization. "It requires a high general ability to handle relationships continuously updated knowledge of the strength of power groups, and a determination to survive together with a capacity to convince backed by massive evidence."

# £100,000 EEC cash grant will help young unemployed

Inter-Action, the London-based charity and community organization, has been given almost £100,000 by the Common Market. The money is for training unemployed school-leavers in basic business skills and teaching them to cope with their working and social lives generally. The end product, says the charity, will be a series of packages—on the lines of leaflet publications—which will be flexible enough to be used by work experience schemes, youth workshops and job creation programmes throughout the country. The packages will contain material which will encourage the use of a wide variety of media. Inter-Action has undertaken to work with 375 trainees a year, most of whom will be learning specific skills in cooperative work schemes. The organization will aim to teach the trainees to cope with adult life on a more general level using a variety of methods, including simulations and games. The sort of skills covered will include how to cope in an interview, how to manage money, seeking and using information, looking and applying for jobs, bookkeeping, and numeracy and literacy. They will also extend to trying to help people to keep a job, get on with colleagues and organize their leisure. Inter-Action, which was set up by Ed Berman, began as a community arts project but has gradually expanded its activities to include playgroups, a truants' school and an advice centre. In 1975 Marks and Spencer provided £65,000 to enable the organization to help unemployed young people to find jobs in community projects and the money was led to the new scheme. Inter-Action is one of the first private groups to apply for money from the EEC Social Fund, which is mainly concerned with training. The money will be given over three years and will enable the charity to set up an independent sister company, Community Employment and Education Ltd, to run the project.

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# Sex education: too much for teachers to tackle alone

The sad case of the Luton boy who has been detained indefinitely after causing the death of a four-year-old girl has set off a wave of instant comment about sex education in schools. On Tuesday morning, the London Broadcasting Company's news headlines, for example, freely used the phrase "prince of sex education".

All this arises from the boy's attempt to carry out what he had been taught in his biology lesson. The judge in the case said that the boy was following the Nuffield combined science course. The debate raises a number of important issues.

First, though, it is important that the judgement delivered in the St Albans Crown Court was as humane as anybody could ask. The judge vividly reflected most people's sense of shock, tragedy and even horror at what had happened. The decision that the boy should be detained indefinitely fully acknowledged that the objective was care, custody, understanding and, if necessary, rehabilitation. He said nothing (so far as the newspapers say) about the influence of the biology lessons on the boy's actions. So it is a fair question to ask whether lawyers defending people in this tragic position should follow the legal convention of pleading in

aid of their cases any and all of the arguments that might assist them. The temptations are obvious enough.

It might in this case have been resisted, if only because it is beyond dispute that no biology lesson could have been a sufficient explanation of the tragic course of events recorded at St Albans, because nothing said in court could have markedly affected the outcome and because it must have been plain that one result would have been a further wave of public anxiety about what the schools are up to.

It may seem a bit to ask that lawyers should lift off their tongues in the public interest, and indeed nobody would wish to compromise the freedom for fear of undermining our legal system. But if, as I think, this line of defence was unattractive, it cannot have been in the best interests of the unfortunate boy.

I should declare an interest. The Bedfordshire authority has said that the boy was following the Nuffield combined science course, and I work for the Nuffield Foundation, but I am no longer directly concerned with the Science Teaching Project.

I do, however, vividly remember the arguments, just 10 years ago, about the design of that part of the course concerned with reproduction. Then there were some who thought it

## Science diary

by  
John Maddox

Clifford Bingham, should want to deal in any detail with animal reproduction. Others, however, thought that he might even be more adventurous, dealing with the effective aspects of sex.

There are several reasons why, in the end, the text turned out to be a modern (and very good) account of the birds and the bees. First, the chief objective was to help students to learn science—although that is not by itself a sufficient reason for not dealing with the social consequences of sexuality.

Second, and much more important, it is plain that individual teachers need to be able to deal individually with such questions as

arise—and the teachers' guides accompanying the course provide ample warning of the kinds of questions likely to come up.

Reading through the materials again, my own impression is that their chief value will be to provide for many children explanations of things that happen in them which have previously been inexplicable—menstruation, the creation of the penis and the like. But it is also hard to see how 12-year-olds living in a natural environment could fall into the trap of thinking that this is all there can be in sex.

Now else, and more effectively, to provide a sensible pattern of sex education is another question, and an exceedingly difficult one. Everybody recognises that the birds and the bees are no longer sufficient. The difficulty is that of telling the needs of individual children, and constructing a formal sex education course around a framework of results that are just as restricted. And although literature is another valuable source of understanding as well as information, teachers of English literature are unlikely to be more ready than, say, teachers of biology to shoulder the responsibility for sex education in the schools.

The root of the difficulty is pedagogical. Formal courses are unlikely to provide for the needs

of all students. Unrestricted discussions are unlikely to help in those cases where the standards are high.

And so, in spite of experiments which have been in the past few years, courses or frameworks of education, my own impression is that much of the responsibility for sex education will have to be dealt with in a single, exclusive by a school, and that the questions they are all to ask at three or four, have fallen in talk freely in later years, cannot then the schools will make their own neglect.

But here, too, it seems to be self-evident, the past have seen important gains. It is hoped that not too many will be lost in the aftermath of this aberration.

# Think Tank praises joint move to help the under-fives

The joint approach by the Department of Education and Science and the Department of Health and Social Security to the problem of providing for the under-fives is praised in a Government think-tank report last week.

The report by the Central Policy Review Staff on relations between central government and local authorities says that departments should build on and considerably extend this type of approach.

They should also reassess the way in which they work with local

authorities in carrying through social policies.

The report recommends that local authorities be allowed greater flexibility in how they run capital programmes for services which straddle government departments.

There should be more movement of people between central and local government and more joint training. It says, should be better represented in the regions.

Relations between Central Government and Local Authorities. HMSO £1.75p.

# BBC language series under way at last

Parosi, the BBC television series starting this Sunday, designed to encourage Asian women to seek help in learning English, has gone through several crises of confidence and was nearly scrapped earlier this year. Mr Tony Matthews, executive producer and project leader, said this week.

However, the BBC consulted L.E.A.s with large Asian communities and was "surprised at the amount of support for the project". Most of them said they could cope with the demand, said Mr Matthews, as long as the BBC compensated for money. This the corporation did and was told by the DES that some

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# Children in care list demands for better life

Children in care of local authorities want in mix more freely with the rest of the community, have more control over their own lives and be given some responsibility for helping younger children.

These claims are among a list compiled by a working party of young people drawn from children's homes and foster families throughout England and Wales in a project organized by the National Children's Bureau.

In their report *Who Cares?* the working party calls for a charter of rights for children in care. If accepted this would give them more access to information about their homes and families and allow them to buy their own clothes and other necessities.

They would be able to choose their own representatives in legal matters and in social care work. They would have the right to be consulted in decisions about their futures.

The children want to be allowed to take part in twice-yearly case reviews. They also want the authorities to do the school work for them, to mark their work, to help them when paying for school dinners and the voucher system for buying clothes.

"If we need more help, they say, with decisions about education, personal relationships and sex problems, and a clear ruling on the use of corporal punishment in children's homes."

There are about 120,000 children in care, double the number of ten years ago. They cost local authorities £150m last year. However, most of them spend "in care" as one of them.

The report says that the children develop a sense of guilt about their situation, although they usually resent from the authorities the lack of control over their lives.

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## LETTERS Polls and what teachers think

Sir.—The TES says my attack on its integrity and the NOP survey should not be allowed to enrage my future to come to grips with the underlying issues... the attitude struck by the leaders of the NUT.

What nonsense. Far from revealing a "strange dissonance", the survey shows—if one can assume the opinion of teachers... the union's policies are supported by the views of the majority of the profession.

But then, my objection to the survey is not based on whether or not it confirms NUT policies... the crude over-simplification of complex educational and professional issues.

Indeed, the TES itself made my point for me when it spoke of "all the frustrations inherent in surveys of this kind... a set questionnaire and a list of questions to be asked."

I do not think the NOP put any of these questions to its respondents... did it thus discuss with the most serious dissonance which might arise from the introduction of standard testing in an exercise of this kind?

## Why RE teachers do not need commitment

Sir.—One of the items in the NOP survey of teachers' attitudes showed up for me the limitations of this sort of inquiry. A majority of respondents agreed that "RE should only be taught by those with religious commitments".

## LETTERS Walking the political tightrope

Sir.—It is a pity that Mr Sutton held hold of the wrong end of the stick, in choosing to abuse me in his letter (September 9), when it is evident that we are in agreement over the basic issues.

It would be wilful stupidity to deny that a young person will be better equipped for adult society if he or she has a genuine grasp of the workings of political democracy, and I am not saying otherwise.

Further, who teacher, no matter how hard he or she may try, is going to be able to avoid the charge of being partisan? It is one thing to teach political history, quite another to teach politics.

What I am advocating, therefore, is not a blinkered and unrealistic approach, but, on the contrary, one which is awake to the problems of basic schooling, and the dangers inherent in the teaching of politics.

What I am advocating, therefore, is not a blinkered and unrealistic approach, but, on the contrary, one which is awake to the problems of basic schooling, and the dangers inherent in the teaching of politics.

## Taylor report 'thugs charter'

Sir.—Yet another committee of well meaning public figures with their well meaning libertarian ideals has put forward recommendations committed by our political masters.

## LETTERS Teaching maths sooner . . .

Sir.—I refer to the letter "Too much too soon in maths" (TES, September 5). With all due respect, Mr Singh is wrong.

If children of five (or, better still, before they start school) learned to count from one to 100, or read and write, or do simple addition and subtraction, would that be a waste of time?

It is the "abstract ideas" presented without a practical approach that cause the trouble. The answer is surely not to abandon the whole idea, but to change the method.

It is the "abstract ideas" presented without a practical approach that cause the trouble. The answer is surely not to abandon the whole idea, but to change the method.

## . . . or leaving it till later

Sir.—Mr Singh's letter "Too much too soon" (September 9) is an iconoclast in the sense that it challenges the route of better maths teaching.

No one to my knowledge, no other contributor to your letters page or editor of maths articles elsewhere, has expressed sympathy with the accepted "working symbol" 1.

## Surveys will test calculation

Sir.—I should like to correct one substantial error and one or two misleading statements made in your report (Sept 2) on my paper at the British Association which described our preparations of the National Foundation for Educational Research for carrying out surveys of the mathematical attainment of 11-year-olds and 15-year-olds next year.

This work is part of the monitoring programme of the OES's Assessment of Performance Unit and will most certainly include tests of children's ability to calculate.

## LETTERS Why BR film is so shocking

Sir.—Gerald Haigh has overlooked the most deplorable feature in British Rail's film 'The Finishing Line'. This is that the railway "games" are depicted as being organized by adults.

The callous indifference thereby implied is far more shocking than the youthful misdemeanours which are the real target of attack. It also vitiate the whole exercise, since if adults are included at all, they should be portrayed as on the side of railway safety, not the opposite.

The film should be withdrawn and British Rail should think again.

Yours faithfully,  
Y. F. LING  
236 Nottingham Road,  
Walsley, Nottinghamshire.

What I am advocating, therefore, is not a blinkered and unrealistic approach, but, on the contrary, one which is awake to the problems of basic schooling, and the dangers inherent in the teaching of politics.

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THE BOOK OF THE FILMS FILMS ON OFFER 1977

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Vertical text on the left margin: 1977

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# Who will participate now

The Taylor Report recommends that teachers and parents should have more say in the running of schools. But is this necessarily a step towards greater democracy? Here A. W. Bacon finds some surprising reactions by teachers to representation on governing bodies, while Joan Sallis argues opposite that increased collective parental rights can still lead to many parents feeling even more excluded

## The reluctant governors

**A. W. Bacon**

The tide of reform has recently run strongly in favour of teacher representation on school boards. In 1975 a survey by the National Association of Governors and Managers found that in roughly three quarters of England and Wales elected teachers were full board members, while in many remaining cases they were allowed to attend and observe meetings, but did not enjoy full voting rights.

Although these changes have received broad support including, of course, endorsement from the Taylor Committee, it is far from clear whether they have facilitated a more democratic and openly participative type of structure within our schools. In view of this, I decided to take a critical look at the role of teachers' representatives in one large urban authority, Sheffield.

The experiences of this authority have played a leading part in the movement to democratize school management. Many of the major features of the present Sheffield school board system—including a constitution which allows elected parent, teacher, non-teaching staff, and community representation, and powers which include some general oversight of the curriculum, finance, teacher appointments, school lettings, and so on—clearly anticipate some of the main elements, though obviously not all the detailed recommendations, in the Taylor Report.

I spent a lot of time simply talking to teachers, and asking them such key questions as, "What do you think is the role of a teacher representative on a school board?" "Why did you stand for this office?" "How much hushness can you talk about at board meetings?" I supplemented this basic information with a conventional questionnaire survey, both of teachers and other kinds of managers, covering some 244 people sitting on some 53 different school boards in the city. In view of the amount of theory and rhetoric which typically buttresses the case for teacher participation, I was surprised to find that most rank and file teachers took a cautious attitude towards teacher managers or governors. There were, I soon found, a number of good reasons for this diffidence.

Most teachers were mainly concerned with the daily and immediate concerns of their classrooms and pupils. Apart from a minority, many of whom ironically aspired to leave the classroom and themselves become administrators, or head teachers, more serious concerns were concerned about the routine administrative or policy-related issues commonly discussed at board meetings.

I also found that many teachers continued to view their own headteacher's role in terms of the classical English leadership model pioneered by Matthew Arnold. They saw them essentially as leaders, innovators, and directors of men or women, and were themselves content to occupy their own specifically technical, if highly skilled, teaching function within this overarching command structure.

While not everyone I talked to took this view of their occupational world, those who did tended to disparage their employer's experiments in the field of worker participation. They told me that Sheffield had "managed well enough" with its odd centralized system of control

and suggested that the new democratized school boards were little more than "time-wasting talking shops".

I found that this "rank and file" indifference to school board politics was reinforced by the constraints of the teachers' daily work. Many told me that they simply did not have the time to take up what they saw as a further and onerous series of commitments. Apart from the demands of their family and leisure time activities, many teachers said that their class work was so demanding that they were unwilling to assume fresh burdens.

Moreover, in many schools, recent organizational and curriculum developments had created such a multitude of subject-based, task-directed, or child-centred liaison and coordinating committees that service as a teacher manager simply appeared, to many people, to be yet another commitment threatening to further divorce them from their main job—the teaching of children.

Many teachers saw their newly democratized school boards as distant and marginal bodies, with little relevance to their own concerns. Largely because of this, it was not always easy to find teachers eager or willing to stand for election to the school board.

Many potential candidates were reluctant to stand for election because they were worried this might lead them into a kind of "para shop steward" role, in which they would be forced to represent their colleagues' views on such critical issues as staff profiles, differential school organizations, or even the job specification for a new headmaster. In this way, they might be unexpectedly but nonetheless effectively brought into conflict with their headteacher, and perhaps local officials. This might have an unfortunate impact upon their career opportunities.

It was rare to find a school in which the choice of school board candidates was hotly contested, and where people were chosen because they advocated a specific programme. In most schools, representatives were chosen because of their personal qualities. In some cases the "blocked spiralist" was a fairly acceptable choice, since it was felt that their rejection of any further career advancement facilitated their work on the school board. Mr Taylor summarized the attitude of many of his colleagues: "I was probably elected because I made it clear in my staff room that I wanted no further promotion and would be glad to be a teacher."

However, perhaps more typically, teachers tended to choose their representatives from those already occupying a hierarchically senior place in the school's social structure. Mrs Kean was fairly typical when she said: "As the longest serving member of my school's staff, I was judged by my colleagues to have the required knowledge and experience of schools."

In a few schools, people were so reluctant to seek a place as a teacher manager that the head had to actively encourage people to stand for office. Since they were not always successful in recruiting their younger, or mid-career, staff, they were sometimes forced to call upon the services of deputies or senior colleagues. Whatever their antecedents, many

representatives said that being a teacher manager involved extreme personal stress. Consequently there tended to be a high rate of turnover; for example, no less than 40 per cent of the people in my sample reported that they were "new boys", who had only recently been elected to the board.

The root of these difficulties lay in the serious conflicts of loyalties created by this kind of participatory scheme. Headteachers expect their teachers, including their teachers' representatives, to remain publicly loyal to them in an arena—the school board—where their school's policies may come under close scrutiny from a variety of interested parties, including parents, students, auxiliary staff, members of local community groups and local political activists.

At the same time, teachers have been pressing for representation on school boards not only because they want to raise their status as a profession, but also because they want to safeguard their members' interests. Many teachers' leaders and also school board representatives supported this view and made it clear that they saw their job was to "be a watchdog for the staff and to keep an eye on what goes on." To limit, after their initialing goes through which is detrimental to them." However, if a representative wished to press a contentious point of view, this might well pitch them into an unanticipated conflict with the headteacher. The latter might well have a different view on such issues as teacher promotion, internal organization, the direction of the labour force, and so on.

Some teachers' representatives were obviously alerted to these difficulties, and told me that although they were elected to look after their colleagues' interests, at the same time they felt, "One must be careful..." "It is a role which requires prudence and discretion." "I should back the headteacher, but there may be difficulties."

In most cases, where a disagreement occurred between a head and a teachers' representative, the latter was usually reluctant to represent their colleagues' interests in such a way that it would undermine the confidence of the head, or diminish the standing of the profession in the eyes of members of the local community on the board.

At the same time, crisis with a teacher representative, the headteacher was called on, an ethic of institutional loyalty, contentions or divisive internal difficulties are essentially private and professional matters and must not be raised publicly, particularly in a predominantly managerial or governing body, one of whose prime rationales is to act as an intermediary between the school and its community. Rather one must seek to mute one's personal disagreements in public. At board meetings, the teachers must aim to create a favourable and constructive image of their school.

Mrs Yates, a recently elected teachers' representative, gave a clear illustration of the effectiveness of this ethic: "I feel I can't always bring up all the business I

want to do. There was something which I agree with, but couldn't say. I can go against the headteacher, we should be united, but I also am boxing with our hands behind our backs. Jones, a representative on a comprehensive school board, put it another way: "Our hands are burning issues; well, the headteacher can't keep up. One feels that the other governors would be careful for the profession."

The evidence I have gathered, though, although teachers are excluded from boards, their participation does not lead to any fundamental change in the power structure of the system. Most representatives are in public, and refrain from any kind of "shop steward" role which might challenge the authority of the head.

In practice, whatever personal relationships develop between a head and his staff representatives are friendly and cooperative, as was this case, or cold, formal and impractical, as was rarely the case. Representatives tended to be identified at least in public, as work of their school, and would usually "jump in the defence" of headteacher if they felt his or her class were under attack, or if they were men were in trouble over the school, which customarily prevented their interfering with the academic work of the school.

### Joan Sallis

I shall be spending much of my time in the next few years fighting to make the new partnership envisaged in the Taylor Report a reality. If the term "professional parent" is a term of abuse, the phrase "professional participator" is, it seems, so insulting as soon to be almost unactionable.

For different reasons I fear this new kind of head teacher is the best of what should be. I feel that the children in our schools, who have to make immense efforts to carry on, once they have established the principle of involvement, to make sure that it is for everybody. This is the really hard job, and it is one for which we have not enough people. We all want more open schools, but open to all in a sense, more than the doors of the Ritz.

I have great sympathy with those thoughtful teachers who fear parent influence, not as a threat to their own professional status, but as a force which could undermine their efforts for those children who have little source of support other than the school. Such teachers are convinced that a minority wishes to take advantage of opportunities to participate in school affairs, and that only a minority ever will.

I accept the first proposition, but not the second, for I believe that a majority of parents can be encouraged to support schools actively if they are given status in the process. That is why I am determined not to drop the point about individual rights to relevant information contained in our note of extension in the Report.

Only at this level can one reach those parents who might feel even more excluded from schools, as a result of rights to "collective participation": those who

wrestle with poverty, timidity, the deficiencies of their own education, or inadequacies of parents which they know about but are helpless to remedy.

We have tried to diminish in education those inequalities based on wealth or innate ability, and are left with the most intractable problem of all, that of inequalities in parenthood. To say this generates a frightening amount of emotion, which I suspect would have some very interesting psychological basis if we had the time and skill to investigate it.

The groups who react most strongly—as distinct from individuals who for varied reasons feel threatened or insulted—in education are just those whose insight is most needed: the churches, who presumably feel that their role is to be any concern with the values of the home is should be theirs; some radical politicians, who fear that attempts will be made to impose middle-class standards on those for whom they are unattainable or irrelevant; and some members of parents' groups who feel that it is outrageous to lecture parents when some schools offer them nothing.

I respect the feelings of individuals who find the subject very painful, and I have some sympathy with the three groups I have found sensitive, but I ask, with great humility, whether we have any right to these sensitivities at the expense of the child? The consequence is to postpone thinking about the issue.

I am not even thinking of those homes so deprived and disordered that it is arguable whether schools alone can help much; homes where there is not just poverty, material and cultural, but total absence of routine, stable relationships, play or purpose. These families require resources on a scale one can hardly comprehend.

I am thinking of homes which by these standards are good, but where education

has a low priority, where parents are concerned for their children but quite unaware of how they can help them individually, much less make any more general contribution to the process by which they are educated.

Compare this with the kind of parent who gets involved in campaigns to increase parental influence in schools in Cheadle Hulme, Sutton Coldfield or Reigate. Often we have a choice where we live, within reason, and sometimes we can get children into a school some distance away which appeals to us more. In deciding on a school, we have some idea what to ask.

When there is any problem at school we go and talk about it, or we eat fresh, well-hydrated, effective notes, and if in extremis we have to appeal or complain about anything, we know where to start. We are quite likely to have a set of encyclopedias and to know our way round them, and we know our way round the public library too. We may take our children to museums or concerts or the theatre, occasionally may even take them abroad.

Isn't this privilege? Doesn't it give children an advantage at school which could be even greater than those privileges we sought to abolish in our parents' action groups and our down-with-the-eleven-plus campaigns? Are we sure we are just as enthusiastic about shorting this last privilege?

What people who sell insurance policies to pay for school fees say to us: "Don't we all want to do the best for our children?"—we tend to dismiss their protestation that they are only being good parents; to us, they are buying privilege. What we give our children is another form of privilege, the morality of which becomes dubious if it extends, beyond the home, if you're a school governor or very

active in the PTA, and the school is the kind of participatory school you've worked for, you could have a hit of influence on how different ability levels are organized, how money is spent, and what the curriculum priorities are.

Even the nicest people find it hard to relinquish power. I think even the nicest people find it hard to abandon privilege too, especially when it comes to the more sophisticated kinds. I catch myself of it all the time.

We have comprehensive schools, most of us, but how many of them are still organized for the 15 per cent who go on to higher education? How often are the rules academically speaking made by those who won the lost round? Having achieved something like equal valuation of the child, and set back with justified satisfaction, how much are we doing to establish equal valuation of skills?

I'm asking myself all these nasty questions as well, because I am trying to say what an enormous responsibility we have, when we have won influence for parents, to ask ourselves: better schools for whose children? Ours or everybody's?

It is more than forty-five years since the Hadow committee said that "what a wise and good parent will desire for his own children, a nation must desire for all children". This rather grand-sounding injunction begs a lot of questions, but its importance to me is that it reminds us that our efforts have not been just for the children of wise and good parents, but for all children. And for all parents, including those who haven't spoken yet.

Joan Sallis is a member of the Taylor Committee, and chairwoman of the Richmond Association for the Advancement of State Education. Her book "School Managers and Governors: Taylor and After", from which this extract is taken, is published next week by Wadsworth Educational (£2.25).



Hands up, please: nominations being taken for parent governor at a London school earlier this month.

Photograph by John Pevier

## The professional parents

Joan Sallis

For different reasons I fear this new kind of head teacher is the best of what should be. I feel that the children in our schools, who have to make immense efforts to carry on, once they have established the principle of involvement, to make sure that it is for everybody. This is the really hard job, and it is one for which we have not enough people. We all want more open schools, but open to all in a sense, more than the doors of the Ritz.

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Handwritten Arabic text, possibly "سورة التوحيد" (Surat al-Tauhid), written vertically on the left margin of the page.



# Taking the plunge

Many teachers urge that corporal punishment must be retained as a 'last resort' Colin Bagnall reports on how one London comprehensive abolished the cane, and survived to tell the tale

One of our politicians recently declared that the abolition of corporal punishment would lead to police having to patrol the corridors of our schools.

The absurdity of this statement, and other equally irresponsible and alarmist utterances on the same subject from certain teachers' unions, is illustrated by the record of many schools known to the Society of Teachers Opposed to Physical Punishment which have abolished corporal punishment with no ill effects whatever, and which have produced a marked improvement in their discipline and general atmosphere.

One such school is a 14-18 mixed comprehensive on the edge of London, serving a vast, deprived, overspill estate of nearly 30,000 people.

It is now more than 10 years since the punishment book in this school received its last entry: "May 30, 1966: Boy X, Boy Y repeated misbehaviour: two strokes each."

"I used the cane then, for the first and last time, against my better judgment, to support a member of staff," the head told me. "It disturbed me, and confirmed my gut-feeling that corporal punishment should be eliminated in the school as soon as possible."

He received a little later, some unexpected help. Someone broke into the school and left the cane lying in his chair, broken in half.

"An act of retaliation, perhaps. At any rate, it left the school without an authorized cane, which meant that no corporal punishment could take place without a breach of i.e.d. regulations unless I ordered a replacement. It was an order I never got around to making..."

A cane had been disposed of, but the true elimination of corporal punishment was another matter. The main obstacle was not the behaviour of the pupils but the attitude of the staff, many of whom had been brought up to regard it as a necessary part of their repertoire.

Being a believer in evolution rather than revolution, the only specific step the head took was to restrict the use of corporal punishment to himself and the deputy head, stating also that it would be confined to boys and kept to a minimum.

It needed more than implication, however; a real alteration in the staff's attitude was only brought about as part of a much wider change. In 1971 the school began its change under reorganization into a comprehensive.

The new pupils had a reputation for being "rough"; a high proportion of them were from deprived families or of low ability and this staff were faced with social, academic and disciplinary problems of a kind they had hardly encountered in the selective school.

The head had initiated a reappraisal of staff roles through discussion papers and staff meetings, and in September, 1968, a new house system was set up, based on tutorial groups, which remains the basis of the school's organization today and which has played a large part in giving staff the confidence to make corporal punishment a thing of the past.

It is essentially a counselling system, and in this school, as in many others, its emphasis is on the mutual security of a good personal relationship between pupil and tutor. This in itself solves many behavioural problems, and the nature of the discipline is reinforced by a system of rewards. A pupil whose behaviour goes beyond the limits of normal reprimand is referred to the tutor by written report via the housemaster. The matter is then dealt with by the tutor, with the housemaster's help if necessary. If the behaviour complained of takes place during a lesson the head of department is informed, and in serious cases the housemaster may also involve the senior mistress, deputy head or headmaster.

In a disciplinary matter of any significance, therefore, the teacher initially involved knows that he or she will have the support of at least two, and possibly seven other members of staff. No member of staff is left to battle with disciplinary problems in isolation, and the mutual support between members of staff enhances their effectiveness.

Disparities has to be put right at a personal level, for example, and some truants and disruptive pupils have their attendance and behaviour monitored on lesson-by-lesson reports. Parents are regularly consulted, and the "ultimate sanction" is suspension, which is extremely rare.

Withdrawal arrangements have also been established, described at a recent staff meeting by a young teacher in her probationary year as "a most effective way of getting a troublemaker out of your hair until after the lesson". A disruptive pupil can be sent either to a neighbouring lesson or to the withdrawal room, which is an ordinarily furnished classroom supervised during all lessons by a housemaster or housemistress. The disruptive behaviour can then be dealt with after the lesson in the ordinary way.

To create the time necessary for supervision the staff recently agreed to give up their "cane time", which, an unusually small concession, was only a matter of five minutes of their day.

Any additional disciplinary action the staff may feel is necessary is taken with on eye to the kind of adult they wish the pupil to become. They aim to make their behavioural demands reasonable and sensible, to keep rewards and sanctions as close as possible to the normal world of family and employment and to make their natural social consequences of pupils' actions rather than punitive in principle.

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Although corporal punishment had been an integral part of the school's discipline not long before it was abolished, it became an issue. After two or three years of discussion on the subject of discipline, a general statement: "Corporal punishment is not used in the school," was accepted by the staff and the statement now appears publicly in the brochure.

Corporal punishment was introduced quietly and smoothly in the through the determination of the staff of his school to see it out through the common-sense of establishing a sound disciplinary structure in which discipline found confidence. The same thing happens in every other school in the country, as it has in the schools of every other country in Europe.

The staff are almost unanimously opposed to the idea of the retention of corporal punishment. We were questioned recently on this and their general feeling was that it was of no use to the school and second to none. "We've got a system going here, and I wouldn't see it changed," was a typical view.

One wrote: "The fact that this effectively handles kids from a reported to be one of the most areas in the borough is not only a vindication of our system but also a vindication of corporal punishment in general. I believe, because we see the absence of corporal punishment in the positive advantage."

The head of the physical education department—which generally favours corporal punishment—was asked: "I once thought corporal punishment should be used as a last resort but I don't think so. I believe in the advancement of the child by counselling that I don't think is necessary for it at all."

"The girls' physical education had experienced a similar comment. At one time I thought it was necessary physically or psychologically a jolly good thrashing, but since then at this school over the past two years we have seen no such thing."

For supporters of corporal punishment the only advantage in a school not only receives pupils from a deprived area, but receives them each year at a time (0 third of the school) difficult age of 14, with the highest "cream-off", and from a feeder school which corporal punishment is used on both boys and girls.

Nevertheless, life at this school is different from the picture currently presented to the public by some of the union leaders as a model school, for example, is extremely rare (there has been no serious case in years), and violence towards staff unknown.

Although the discipline and the school are obviously better than the whiplash relationship between pupils already described, it is the elimination of corporal punishment simply a natural part, recent in schools has shown that violence is a high rate of physical punishment in hand, and the fact that punishment simply encourages behaviour is borne out by common sense and observation as well as by research.

Visitors to the school frequently comment on its quiet, relaxed and purposeful tone. Two things in particular, indicative in a way of the general run of things, are given pleasure to the staff. One is the way in which the school has grown from a senior I.E.O. school to a secondary school, and the other is the way in which the school has grown from a school where the headmaster was a man who was a man of letters to a school where the headmaster is a man who is a man of letters.

The other was made by the fact that the painters who had spent some time brightening up the outside of the school remarked as he left the deputy head that the place was so good round lots of schools and usually with interference with the equipment of it. There's none of that here.

There are no policemen in the corridors, either.

Colin Bagnall is head of department in a London comprehensive. He is secretary of The Society of Teachers Opposed to Physical Punishment.

Illustration by Bill Sutcliffe

# New lamps for old?

F. W. Kellaway looks at mathematical and technical texts past, present and future

There is a pleasant story about a candidate for promotion who complained that he had passed over despite the fact that he had 20 years teaching experience. He was told that in reality he had one year's experience, 20 times!

Something of the same cynicism could apply to some authors of textbooks. They may believe they have written half-a-dozen or more books when they have produced one which is more-or-less original and then variations on a theme.

An examining body has but to announce a revised syllabus, and at once there comes a spate of texts "especially prepared to meet the needs of candidates" entering for that particular examination. A glance at the material is transposed from an earlier book which was "especially prepared etc." for an earlier syllabus. No alphabetized memoir is required to recall what happened when school certificates became titles on the covers of books, changed, the contents on the pages inside were immediately familiar.

Other instances can be taken from the further education area. If most of the references that follow are to mathematical and technical subjects, this is simply because of the writer's own experience; there is every reason to assume that circumstances are similar in other educational areas.

A particularly glaring example related to the change in the national certificate and diploma structure when a three-year "ordinary" course was replaced by a two-year "ordinary" course with higher initial entry standards. Books which had been popular under an S1, S2, S3 arrangement, matching the three years of the discredited course, re-opened as "Ordinary National 1", "Ordinary National 2" and "Ordinary National 3". We do not need to be specifically written for the transformed circumstances.

All too often material is transposed from an earlier book for an earlier syllabus

Now, in their turn, the national certificate and other examinations are to be supplanted by courses by the Technical Education Council and the Business Education Council. What will become of the well-established texts that something different should appear. Alas! books? What is being advocated here is a change of new lamps for old should not be a "factory reconditioned" job, but a genuine replacement. To push the metaphor a little further, the old lamps burned brightly enough in their day. We might with advantage recall some of the most successful, and especially those which did not fall into the trap of "new" editions which we now deplore.

Past generations of students found their needs most adequately met by a splendid variety of series. There were mathematics books by Professor John Perry, or Mellor's Chemistry, or the range of physics texts by Edwin Edser—all marked a major advance at their time. To schools, the texts by Hall, Kolghr and Stevens were correspondingly respected. Some were so invaluable that they were still in service. But they were not just patched up, or relished with a spurious claim to novelty.

Similarly, there were S. L. Loney's achievements in mechanics or coordinate geometry;

and it is heartening that thinking of the nature is taking place—that "the significance of this publishing scheme lies in the provision of new texts to meet new requirements and... the development of new teaching schedules".

Early volumes should be available in the autumn of next year. Other publications will also be in the field by then. Meanwhile, discussions progress between the Institute of Mathematics and Its Applications and the originators of the Innovative Mathematics course that may enable the course to be sponsored and controlled by the Institute. The Department of Education and Science has approved the proposal and indeed has blessed the scheme since the original concept in 1973. Unfortunately, no finance is available from official sources, and unsubsidised prices of the necessary books are inevitably a stumbling block.

These books, however, are another optimistic pointer in the present context. For the production team of Polytechnic Unit Texts have started from scratch, utilizing script specifically to match the purposes of the courses. Polytechnic itself is the title given to a national one-year part-time course in mathematics for mature students. Success has been formally recognised by the CMAA and other bodies as an entry qualification to degree courses, and a substantial percentage of those completing the year's work have proceeded to degree work.

What books will be provided for those taking the revamped FE courses?

So one could go on; and others would tell the same story about their specialisms. The danger must be recognized that nostalgia for "there were giants in the land" can distort judgment, as in the tidal wave of publishers' would assert that their recent offerings match anything produced in the past century. They would swamp one's doubts by demonstrations of new concepts, new presentations, new standards of achievement. Yet those doubts persist in surfacing. Review pages of the past few years show that only very occasionally a reviewer support a book shining "a revolutionary approach". Just here and there we meet an honest effort to match the text to the pupils' criteria in a more effective way. One of the comprehensive series, all too often the mixture as before. Which brings us full circle to the question, what books will be provided for those taking the revamped further education courses and, looking further ahead, for those following the school curriculum which must meet after the Great Debate and the Green Paper?

To take the publishers' side, none would deny that they are in business to make profits, not to act as philanthropists to the education service. Their decisions are concerned not so much with what to include in their books as with ways of creating a viable product. This calls for books which will sell in quantity, so that the unit cost is acceptable to the customer. They must therefore match a need, which crudely translated means they must follow an examination syllabus. This blunt statement may be regarded as heresy by some so-called progressive teachers. The educational process, they say, is paramount with success in an examination incidental. In their ideal world, success and failure would be abolished!

More realistic commentators, especially among the ranks of employers, demand a change in the way teaching has been effective. Moreover, that evidence should be objective and reliable. The Green Paper does, indeed, raise some hopes that a more demanding attitude may express itself in schoolwork. To be cheerful, let us anticipate another series in the upheaval, already mentioned, in further education studies. Can we expect freshly devised textbooks?

There are just a few glimmers of light. The responsibility which prompted this article has been slightly alleviated, even while it was being written, by two developments.

A major publishing firm has announced a plan for the TEC and BEC markets. In a massive series, each book will contain a statement of the unit objectives, step-by-step progress towards achieving the objective, and self-assessment and other exercises. The claim

Any look into the future merely produces a Jekyll and Hyde ambivalence

Five books produced by the team have been concerned with logic and the law of numbers; functions; sets, relations and structure; calculus; and computing. Each unit has an introductory section setting its aims and including a glossary of terms and symbols. This is followed by a general instruction text which presents fresh ideas, and is studied ahead of a class meeting. Group discussion sheets, and private work sheets are also provided, as are objective test sheets. The whole is well displayed on sheets of A4 size.

This procedure has been set out at length since it demonstrates that unshackled thinking can give a novel interpretation of the purposes of the textbook, and that stereotyped presentations of standard material are not necessarily the format most appropriate to modern conditions. Now something analogous is required at school level.

Two themes have been recurrent—a plea to avoid a re-bash of pages which have outlived their usefulness, and a recognition of economic difficulties. It is too obvious that a publisher can produce a reprint of an existing book at a much lower cost than that of a new work. But, whatever he issues, he requires a substantial and recurrent sale if prices are to be acceptable to the buyer.

So any look into the future merely produces a Jekyll and Hyde ambivalence. In fact suggests that a proven formula for textbooks will be followed over and over again. One would hope, even in the face of economic exigencies, to be proved wrong, and some slight indication of a breakthrough in the barriers of tradition are discernible. But very few one knows the fate of De Jekyll.

Psychological Processes in Early Education
edited by Harry L. Horn, Jr. and Paul A. Robinson
July 1977, 352pp, £12.40/\$17.50

To extend contemporary psychological research and theory to early childhood education is the goal of this treatise consisting of eight chapters by distinguished child psychologists and educators.

Handbook on Teaching Educational Psychology
edited by Donald I. Treffinger, J. Kent Davis and Richard E. Ripple
August 1977, 384pp, £12.80/\$18.00

This book is perhaps the first to address the growing recognition among educational psychologists that they are charged not only with studying and improving the teaching and learning of others, but with looking after the quality of their own instruction.

Television and the Preschool Child
A Psychological Theory of Instruction and Curriculum Development
Harvey Lesser
September 1977, 288pp, £11.35/\$16.00

Television and the Preschool Child documents the surprising claim that television is not so powerful a social and educational force as is commonly believed.

Teaching Strategies for Language Development
Jane A. Reke, Linda L. Linchi and Susan F. Soltman
May 1977, 136pp, £7.45/\$10.50

The primary aim of this book is to foster the use of team approaches to communication and language programmes.

ACADEMIC PRESS
London New York
A Subsidiary of Harcourt Brace Jovanovich, Publishers
24-28 Oval Road, London, NW1, England
111 Fifth Avenue, New York, NY 10003, USA

20 Books

Kill or be killed

Roy Lewis
The Ply of It All: Polarisation of Racial and Ethnic Relations. By Loo Kuper. Duckworth £12.50, 7156 1114 3.

Genocide is a term too often loosely used. Its overtones of horror and unnaturalness inevitably include it in the political propagandist's vocabulary of abuse.

Violence becomes endemic. It goes beyond the interrogations, the tortures, the isolated atrocities, the terrorism and counter-terrorism. There may have been an admittance to violence as an expedient.

Batavia betrayed

Mark Greengrass
Patriots and Liberators: Revolution in the Netherlands 1780-1813. Collins £15.00, 0 21670 1 8.

Scholars, unlike poets, cannot keep company with calamity for long. As Revolution at the end of the eighteenth century has, naturally, perhaps not attracted Dutch historians.

currency. What the Turks did to the Armenians between 1894 and 1922 is an earlier case. What the settlers did to the Australian bushmen is a still earlier example.

For this reason, however, Professor Kuper's analysis identifies other polarising processes currently proceeding in Africa (and not only in Africa).

The speed with which apparently quite stable and integrated tribal societies can become polarised and fragmented is all too plain.

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rather general. To lay down that regimes of minority ethnic domination maintained by violence can only be changed by violence may be too sweeping.

The speed with which apparently quite stable and integrated tribal societies can become polarised and fragmented is all too plain.

For Bonaparte, the Netherlands were an ally in the struggle against the principal power of his empire.

Batavia betrayed

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Scholars, unlike poets, cannot keep company with calamity for long. As Revolution at the end of the eighteenth century has, naturally, perhaps not attracted Dutch historians.

Reading New Today

In sickness and health

Brian E. Bell
An authoritative book for students of education and medicine who must get down to points of schooling. Brian E. Bell, M.D., M.A., Director in Cambridge, U.K.

passess skills that are not always sufficiently strongly implanted in our medical schools. Since they have little analytical knowledge of illness and few efficient specific remedies, they are compelled to study the patient as much as his illness.

Medicine in Britain

Henry Lynn, Richard Sorrell, Howie Barons and Alan Sorrell
The Body is the Hero By Ronald J. Glasser. Collins £4.95, 00 21607 3.

Education 77/Utbildning 77

for teaching aids
25-29 October 1977
Göteborg, Sweden

Education 77 is the major event in the field of education and training in Sweden and also the largest educational trade fair in Scandinavia.

Words and Words

Cathy Mear and John Mear
The Body is the Hero By Ronald J. Glasser. Collins £4.95, 00 21607 3.

Antidotes

F. W. Kellaway
Joseph Lister 1827-1912. By Richard B. Plober. Macdonald and Janco £7.95, 354 04145 2.

There might be some disappointment in the Hertfordshire district around Hitchin that Dr Fisher's references to Lister's time there are relatively slight.

21 Books/Science/Study

Learning to learn

Rachael Evans
Study (Toob Yourself Books). By G. G. Neill Wright. English University Press 60p.

and essay writing or the orderly expression of thinking and sometimes even dull and grey. The most complicated both in style and content is Wright's Study.

Among this week's contributors:

Peter Fanning teaches English at modern European history at Latymer Upper School. George Hill writes about medical affairs for The Times.

THE TRAINING OF TEACHERS IN ENGLAND & WALES 1800-1975

H. C. DENT
In this short book Professor Dent has summarized briefly and clearly the long and complicated story of the education and training of teachers in England and Wales.

Antidotes

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22 Books/Children's Literature

Charmed circle

Marion Glastonbury on fantasy in children's literature

The Renaissance of Wonder in Children's Literature. By Marion Lochhead. Corgi £4.00, 003937 28 X.

Marion Lochhead was born in 1902 and lives in Edinburgh in a flat overlooking the Meadows. She enjoys children's stories and summarizes 110 of them in The Renaissance of Wonder...

Miss Lochhead makes no such distinction but she is concerned with authority, briskly defined as morals, manners, discipline and reverence for the old faith.

Celtic pride inspires the lengthy consideration of George MacDonald and stretches as far as Denmark to embrace Hans Andersen. Two chapters are devoted to C. S. Lewis and these in Tolkien; both of them treat as honorary Scots having "discovered" Northernness.

Deserving Sassanachs include Mrs Maclelland, Kaituma Kippling, John Massfield, Walter de la Mare, T. H. White, Wilfrid Pinnis, Rosemary Harris, Ursula le Guin, Philipp Pearce, Joan Aiken, Catherine Storr, Katharine Briggs, Susan Cooper, William Mayne and Alan Garner, all of whom have a story or two put in a nutshell.

Miss Lochhead welcomes all manifestations of the baptised imagination. She is in favour of "excitement, beauty, rapture and mystery", especially when they are combined with "pure goodness".

She believes that the authors she admires are transmitters of the Christian faith and ethos, restorers of a prelapsarian unity of mind, soul and body. She regards their work as the best, century as a whole, to have produced since the protective tallman for the young.

Against the malign forces of modern materialism, these books work like Herrick's rust, kept in the pocket and never used. For that very reason, Chaucer's sinner and the medieval sinner, both fond and sacrament, and she invokes the Incarnation to explain creative genius.

The religious interpretation of myth has made several powerful and subtle exponents. In a recent essay, Ted Hughes cites the story of Christ as describing the process whereby a child takes possession of the mythical with every part of it, so that a single word is enough to illuminate the whole.

Northrop Frye postulates a structural core of "fictions": a set of archetypal motifs which correspond to the deepest human needs and impulses, and which, when verbally expressed, constitute a secular scripture. He uses the criterion of "recognition-of-ownership" to differentiate between myth, which lies at the heart of the society which sustains it, and folklore, which is peripheral.

It happens that Miss Klein and Lewis were at an early age and were singularly black and blue. More change, it permits us to share a narrative of fantasy copiously spun by the childhood had good reason to follow, you can enjoy a smashing year about two escaped dogs and their fox friend who takes to a sometimes intelligible Cambridge dialect. It is up to you to decide whether the dog-talk, especially that of the terrier who has had a brain operation which makes him speak in rhyme, and which keeps nagging away that it's a hard world for animals, is an acceptable literary device. It worked all right in Watership Down, yet if you ever try to recast that delightful book, you have your doxies.

At all events, these visions of well and dry barn of deprivation, as Serlotha, mother in law, reverts to absorbing the thinks him a fool. "By your soul and treasure, it is by the eyes of the world, with the delusion of the fantasia. To a diplomatist, flames of fire are called upon to let the book to bear its weight, to transcend its own form, to represent a self of which the writer is a part, a part of the knowledge, a thing which is not the writer's, but the world's."

The generation of invariably escapes, as Tolkien's claim to be a dog but not of intense disinterest in view of words, has a subtle sense of humour. The dog and as you cannot have without a race of people, speakers follow. Science, many records a raker's remark, "I feel when I talk to my dog, I feel as if I were talking to a man," after Gondal, the result of the young dog.

It is difficult to see mixed bag of authors as been put together in a catalogue, unless it is as a Celtic Sunday. When George Macdonald unsuccessfully in 1885 professorship of English in Edinburgh University, it as the Chair of Rhetoric and Letters. Sadly, his book on these dusty shelves.

Miss Lochhead concludes her book with a rhetorical question: "Blessing and boon has it been, is there today, in the magic?" To what extent seems appropriate: whether a man is good all that I care is to be a Wise man or a Fool, or a Holy man and so on.

23 Books/Children's Literature

Let slip the dogs

Naomi Mitchison reviews Richard Adams's new book

The Plague Dogs. By Richard Adams. Allen Lane in association with Rex Collings £4.50, 7139 1055 0.

This book is primarily propaganda for an emotional and I am afraid irresponsible form of conservation. As such it may have a large sale. It is a handsome hardback with fine illustrations of the Lake District. Mr Adams manages to avoid this. I trust he is a vegetarian, as the crochets committed on animals by farmers, either unthinkingly or for better profits, would add up to the same amount of being wretched at combined with stock figures of goodies and baddies, which I find altogether too hard to follow, you can enjoy a smashing year about two escaped dogs and their fox friend who takes to a sometimes intelligible Cambridge dialect.

The author seems to forget the very strict code of licences for any laboratory doing experiments on animals. He appears to think that a guinea pig can have one or more legs infested with cancer cut off without an anaesthetic. This is impossible in the United Kingdom. He is, however, correct in thinking that

The dogs have escaped after carefully detailed unpleasantness of the kind usually reserved for political prisoners, from a kind of central research centre. Mr Adams is passionately anti-scientific. It is a pity that he uses the name of a family of good scientists, including a Professor of biology, for his chief villain. Emotional conservatism leads to be anti-science, while the advantage of scientific and technological advance. I wonder if Mr Adams manages to avoid this. I trust he is a vegetarian, as the crochets committed on animals by farmers, either unthinkingly or for better profits, would add up to the same amount of being wretched at combined with stock figures of goodies and baddies, which I find altogether too hard to follow, you can enjoy a smashing year about two escaped dogs and their fox friend who takes to a sometimes intelligible Cambridge dialect.

most animal experiments are carried out for drug testing, including cosmetics industry. Perhaps further animal tests, not carried out, would have averted the thalidomide tragedy. No doubt our author, if he or his family were ill, would never use remedies which have been worked out on animal subjects: this would include most if not all antibiotics, though I must emphasize that a good biologist does as much of his experimental work as can be done on himself. Clearly, among biologists, there are some individuals in the army or the police. I well remember one such at Oxford in my childhood and how furiously my father, J. S. Haldane, came down on him. There may be a case for stricter limitations on experiments on the primates, though this is mostly being done in the United States and I know nothing first hand about their licensing system. It is curious that Mr Adams picks out the fascinating experiments on carrier pigeons which may throw much needed light on communications, including per-

haps those which Franklyn has lost but might recover. However, our author makes a most invidious against animal research and that is not funny. It is likely to lead some readers into an anti-scientific attitude based on non-facts. Writers should be careful: they have great power (and this is especially true of competent ones like Mr Adams) to arouse emotions and attitudes in readers which may result in action. But perhaps that is what the author intended. This book will not find a place in school libraries.

There is some erudite and amusing, but equally spiteful, gaying of politicians and newspaper reporters; however, both these groups can look after themselves. Not all scientists run down, and will be surprised and hurt at this attack. But perhaps many readers will be put off by the book's length and by the amount of propaganda which comes in (often expressed in excellent prose, as indeed effective propaganda usually is) and will not get as far as the somewhat phony happy ending in super-romantic style.

Pam Michell

Birds of a feather

It's rather hard on Aesop to subject his fable of "borrowed plumage" to its own original story but decks it out with gorgeous pictures and text luxuriant with evocative adjectives and imagery (the flamingo is "socio plink", the peacock's tail "a fan of glistening eyes"). Aesop's crow made a bid for kingship by stealing the preening of prettier birds. Here, his intention is more

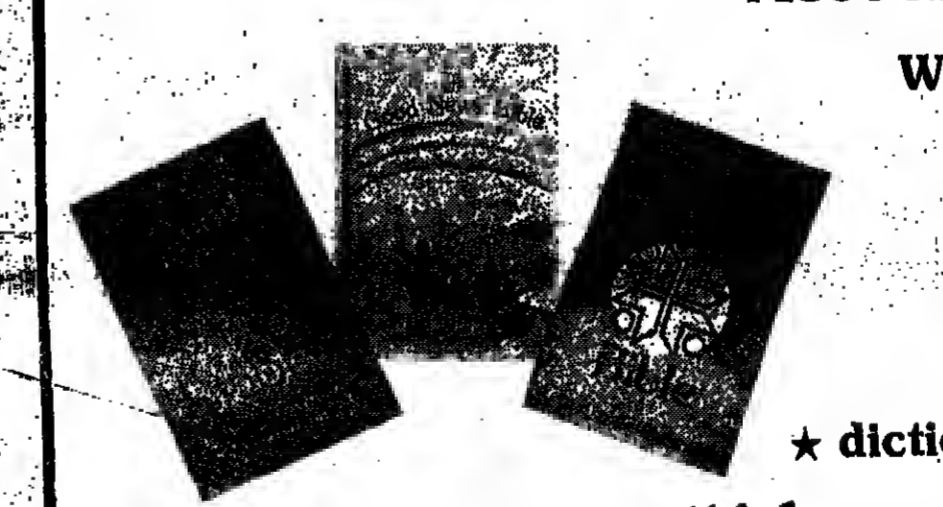
credible: he wishes to be fly dressed to make a speech at the eagle's coronation. This is not so much an adaptation as an elaboration. The crow's story seems dim in its brilliant surroundings. Bird (Macmillan £2.50) is as unpretentious as its title. A boy rears a fledgling found fallen from his nest. Attacks by the cat, the leech and the snake of older boys, Bird's disappearance and return give the story pace and tension. Central characters are vitally important to a successful story. While availing

sentimentality, Liesel Monk Skarpen skilfully enlists sympathy for the boy as he struggles to conceal his feelings from his parents' prying and half-hearted interest. In The Golden Mountain (Dent £2.50) Willli Baum tells how two poor farmers, Jack and Pete, go West in search of adventure and riches. The fact that they find both a bit half-hearted in their efforts. Children will enjoy the Wild West atmosphere but might find the heroes rather insipid.

Mountain, they manage to hack off a tuft of gold with their spurs (they dropped their picks while escaping from beetles). So the result of their find is to start a gold rush in Long Bay. The boy manages to buy a slightly larger farm. The story falls flat because the "exciting" incidents are not fully developed and the two heroes seem a bit half-hearted in their efforts. Children will enjoy the Wild West atmosphere but might find the heroes rather insipid.

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Education and Poverty. Philip Robinson. £3.00 Paperback £1.40. Social Control and Education. Brian Davies. £3.75 Paperback £1.80. Language, Schools and Classrooms. Michael Stubbs. £3.00 Paperback £1.40.

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26 Resources

No money for higher fi

ADRIAN HOPE on the Harrogate Festival

Many hi-fi manufacturers and dealers are feeling the economic pinch, simply because the public no longer has the money to spend on higher end hi-fi. Nevertheless this year's Harrogate High Fidelity Festival was obliged to spread over three separate hotels, to cope with the firms anxious to display more than 150 brand-name ranges to the press, trade and public.



Garrard SR101 "scratch suppressor"

raises and lowers the pickup arm under the control of instructions pre-programmed into a calculator-style memory. This operation can be controlled remotely by a hand-held cordless device similar to a conventional colour television remote control.



Teac A-103 stereo cassette deck

It is usually classed with a club. These devices take the form of anti-static pistols, which superficially resemble a piezo-electric gas lighter. However, whereas a gas lighter produces a spark, an anti-static pistol produces a slow stream of charged particles. First in the field and probably still best in the Zeroset, made in St Ives, Huntingdon, at a price of £6.95 inclusive.

27 Resources

A feast of Tudor images

by David Birt

Continued from previous page. tion leaflet accompanying such a loudspeaker as it may well advise for or against a particular manner of location, for instance, on or off a shelf or close to or well away from a wall or other backing solid.

The Cambridge firm, Monitor Audio, has a new miniature speaker, the MA8, which, at £19, a pair is a few pence more than the similar-sized MA7, which has achieved a good reputation over recent years.



The Vac-O-Rec Mark 2.

Although the Vac-O-Rec contains trailing, earthed cables which are intended to be static that is formed by its action, it is probably advisable to discharge a record with a stylo pistol after it has been used in this manner.

From the British firm G. however, comes news of a device which will soon be on the shelves at around £75. The Garrard scratch suppressor uses a special circuit called a laser bridge line and is connected between record turntable and an amplifier. Sound from the scratch record is detected in the first fraction of a second and a device can be set to respond to clicks and pops of various sizes.

Two small speaker cabinets are used to produce a stereo image of sound in the usual manner, but in parallel with these units a single large, bass unit or "woofer" is located at some convenient place in the same room. At one demonstration the British firm Zepp Music Loudspeakers Limited, show their well-known small JR speakers (£135+VAT a pair) in conjunction with the JR Super Woofer (£150+VAT). A Super Woofer was loaned between the two small loudspeakers and switched in and out, providing the audience how its addition boosted low frequency sounds in a satisfying manner without destroying the stereo image.

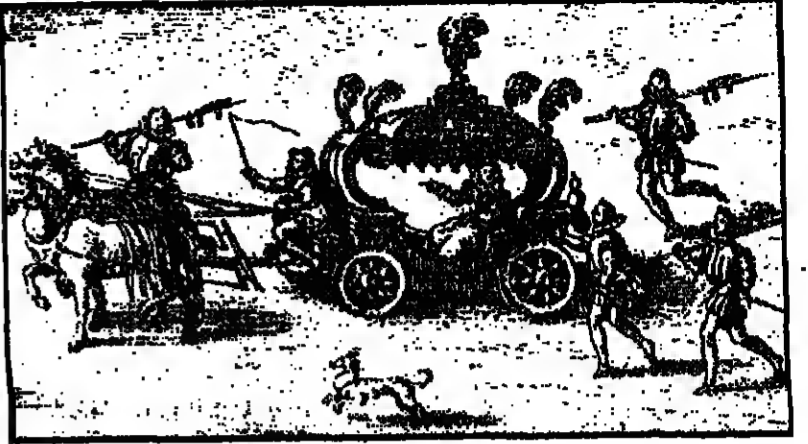
As a piece de resistance, however the demonstrator then revealed the Super Woofer in front of the audience, with the result that the audience was amazed to find the large woofer (or, more accurately, felt) were coming from a similar but active unit at the back and side of the room.

The Swiss firm Revox has been best known so far for its tape recorders, but early next year will be launching a gramophone which is claimed as "childproof". The new Revox B790 turntable (which will probably cost around £50) is a high quality unit, which uses a parallel tracking, rather than a conventional, pivotal, arm. Bang & Olufsen already have a parallel tracking turntable on the market, and although the Revox prober has this basic characteristic in common with the Bang & Olufsen unit, the Revox is different in that the cartridge is completely hidden from view and prying fingers.

If an attempt is made to lift the cartridge cover and turn off the record while it is playing, an automatic sensor restricts the arm into itself, thereby protecting the fragile (and expensive) stylus or needle.

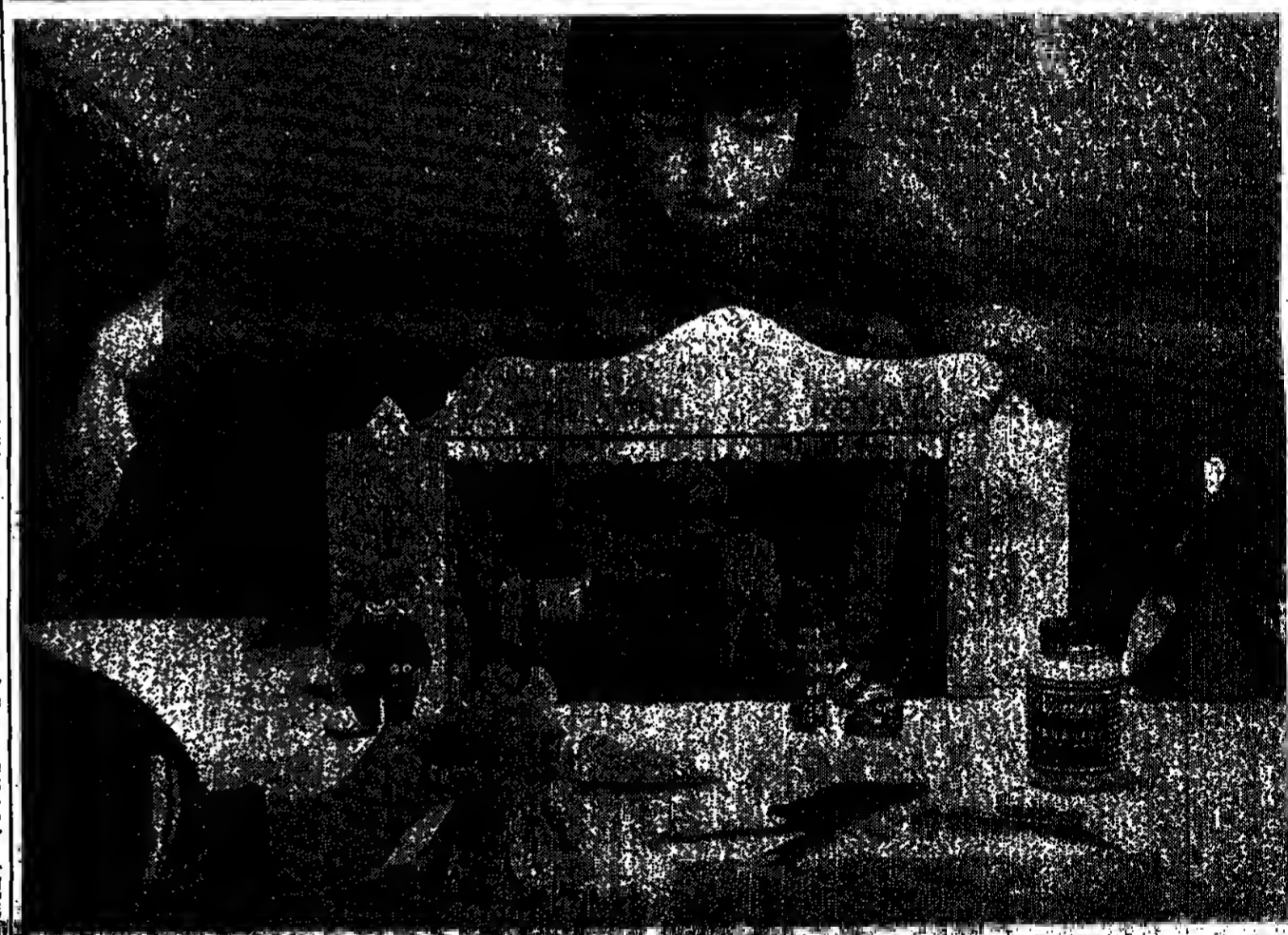


Left: Edward VI as a baby; right: Elizabeth I in her coach.



The World of the Tudors The World of the Early Tudors The World of the Elizabethans (1) The World of the Elizabethans (2) Edited by M. Rueves Then and There Filmstrips. Longman/Connon Ground, Longman Group Ltd, Burnt Mill, Harlow, Essex. Set of three filmstrips plus notes, £9.50.

The three filmstrips of this set aim to bring the Tudor Age to life for the secondary pupil. Most of the pictures are in black and white and in full colour, where monochrome drawings are used, they are often mounted against different plain coloured backgrounds. Subject matter, background, ideas and shapes continually vary, providing a feast of Tudor images. The frames are not numbered making it simpler to mount them as individual slides if required.



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(especially if you stick to a theme like Shakespeare's Globe Theatre, for example); and it's a handy stimulus for individual attempts at creative writing and story-telling, or group activities. The worksheets contain full instructions for making scenery, props and characters, including the theatre itself; and for six illustrated copies of the easy-to-follow instructions, complete with teacher's notes.

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COLLAGE EXHIBITION DIARY Aug 27 - Sep 18 Middlesex Art Centre Brompton London. Oct 8 - Oct 31 City of Salford Art Gallery Manchester. Dec 1 - Dec 31 Valley Leisure Centre Newtonabbey, Co. Antrim. Jan 6 - Jan 28 1978 Templemore Sports Complex, Londonderry.

# The Polyfilla Schools Art & Design Awards

## A NATIONAL AWARDS AND EXHIBITION SCHEME FOR THE ENCOURAGEMENT OF CREATIVE ABILITY

**ENTRIES** are now invited from Infant, Primary and Secondary Schools in the UK for the 1978 Awards and Exhibition.

The work of individual pupils or group work is equally welcomed, but entries must be made through the schools. Entry is initially by photograph, and any number may be submitted (use separate entry forms).

Closing date is December 31st 1977. Children are invited to submit imaginative work using Polyfilla and such materials as wool, string, wire mesh, sawdust, pipe cleaners, old cloth etc.

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"Clay on Polyfilla" one of 60 exhibits selected for the last London exhibition.

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Awards will be made to four large group winners; to a group for a combined project, and to an overall winner. Their schools will also receive awards.

| Age Group     | School Awards | Age Group      | School Awards |
|---------------|---------------|----------------|---------------|
| Up to 7 years | £50 £100      | 15-17 years    | £50 £100      |
| 8-11 years    | £50 £100      | Project Group  | £50 £100      |
| 12-14 years   | £50 £100      | Overall Winner | £100 £1000    |

All entries selected for the exhibition receive a certificate of merit.

### JUDGING

The panel of judges selects about 60 entries from the photographs submitted and these are then collected for a final judging in Spring 1978. All these exhibits are shown in London and winning pupils and their teachers are invited to the prize giving.

The judges are: Henry Pluckrose, Headmaster and Editor of "Art and Craft in Education"; Elena Gamnyte, Senior Lecturer in Sculpture, Digby Stuart College—LII IE; Leo Walmsley, Art Adviser; Dave Lee Travis, BBC Disc Jockey.

### EXHIBITION SECRETARY

Leaflets containing details of this scheme have already been sent to nearly all schools in the UK, if you have not received a copy, please write to or telephone: Exhibition Secretary, 30 Broadwater Road, Welwyn Garden City, Herts. Tel: Welwyn Garden 28131.

## 28 Resonance To make an impact

by Keith Stapylton

"First Impact" by Frank H. Publishers by Macmillan & Co., London, 1977. 28 Resonance. This set of 30 cards is a first in the front of each card a photograph and with a stimulus. Underneath is explained, or a story is told. On the reverse there is an illustration, with elaborate drawings, painting, or craft work. Titles include "The Playful Kitten", "The Stone", "The Rings", "The Stone", "The Stone", "The Stone".

I would like to offer some additional insights—derived primarily from research my colleagues and I reported in the British Educational Research Association Annual Conference earlier this month—to the quiz's dummy, and perhaps for a friend.

These cards are equally suitable for use with whole classes or individual children. It would be a good idea to have a copy of the cards for each year group, or to provide the plus or minus 3 per cent precision in the results he discusses (but importantly, only for some proportion of such samples drawn). The over-representation of heads and independent school teachers is also not a problem, if correct weighting procedures are used to calculate statistics for the entire sample. (A note to this effect in the original TES report would have been useful.)

As Mr Barter correctly points out, the over-representation is a non-issue given the similarity of responses across categories of teachers.

The criticism of over-simplified questions, however, seems valid, certainly more than John Barter is (understandably) willing to admit. He does point out the necessity of not reading "more into the question than is justified by the question". Nevertheless, this warning is often not heeded, even in the TES report of the findings.

For example, in interpreting the statement: "All grammar schools should be eliminated," the summary of the findings, and the table of responses, suggest that a majority of teachers are in favour of the statement. At least some grammar schools. This cost. Offering an extension to what the text terms "an indictment of... comprehensive organization".

Even given more accurate later, perhaps reporting on a more detailed survey, responses often mask the complex meaning of responses. The TES report points out this limitation even in the question of standardized questions. It may be useful to draw on our recent research.

This involved participating observations and informal interviewing in a rural middle school in a rural county. The school was visited during the day and only by one of the Holbein portraits.

Others value to have produced wider applications for teachers—those most active in NAS, NUT or NUT affairs as well as heads.

Certainly, our respondents cannot be taken to represent teachers in England and Wales, not even in the school teachers in the particular county. (It might be argued, however, that the more active or militant teachers in a rural county, where union activity and militancy are less pronounced, than in urban areas are close to the norm in their schools.)

Nevertheless, these interviews do provide us with insight into the complex meaning behind many of the responses in the TES survey. (A study had to be made of the responses which were not homogeneous in their responses.)

We can see in the two comments how that agreement with standardized national tests is not tantamount to favouring all possible uses of such tests.

## Mark B. Ginsburg

These teachers seem to be proponents of such tests only when they are diagnostically employed. I do not believe in testing just for testing sake, but certainly when you are trying to find out more to help you with the job and to do obviously more for the children, then I think it is a good thing.

This is one of those questions where I could argue on both sides I suppose. I like standardization up to a point, certainly with things like eroding because I think it gives me some guidelines. What worries me so much is that people who do use examination methods often misunderstand the results that they get.

This comment raises a real source of concern, that the limitations of such tests are not always fully understood when results are interpreted.

Favouring standard tests may only be part of the complexity of opinions on testing. Not surprisingly, the related questions of what is assessed, and who constructs the tests, cause concern among teachers.

Again, if there was a measurement of skills. But I've talked about skills. I've talked about knowledge, but the whole of education isn't just about skills and the body of knowledge—there's a whole lot more to it as well.

It would be just as bad for the top of the union to say this is what we set for as standards pass when nobody there in the union was an art teacher. It's just like HMI's being cut off from the teacher at the bottom. The teachers that teach the subjects have got to be involved in the setting of those standards.

In the question of a "uniform curriculum", it is not surprising that a two-third majority of the TES sample expressed disagreement. But focusing on a uniform rather than a core curriculum, the statement most likely elicited a negative response from teachers (such as the one quoted below) who see strongly favoured as a core curriculum.

"Core curriculum: good idea as long as we don't come down to the French style."

Some teachers may be again any attempt to impose a curriculum on teachers, as this comment illustrates.

"I am not in favour of it at all. I think I would find it quite sufficient to be told to do certain things at certain times rather than do things quite spontaneously."

Nevertheless, from our interviews, it is clear that if the proposed uniform curriculum were to be imposed, many teachers might react favourably. These three teachers see a core curriculum as making their job easier and, therefore, making them more effective as teachers.

"Well, I am strongly in favour of that. I think the autonomy that teachers have puts very great stress and strain on them because one is always confronted with so many choices. . . . And I think a certain degree of centralization, of being told you must do this, would take a lot of the strain away."

"I think it would probably make my job a lot easier in that I would know what is expected of me and what I have got to do, but I am not sure if it is not going back to the situation of 80 or 90 years ago of being paid for results and teachers were just scrambling in a certain set of facts and making sure that children knew that certain set of facts and so their school would be judged on this."

"In essence, I don't necessarily see anything wrong with the core curriculum and, in fact, in a good way."

## 29 TALKBACK

## Rather different answers

many instances I can see it helping the average teacher in the classroom, because this would remove from the teacher the chore (and it is a chore in many cases) of foisting constantly preparing new work."

For teachers in our sample the proposals emanating from the Great Debate for a core curriculum seemed redundant, in that such a core already existed in most schools. One teacher explained:

"I think the vast majority of schools are doing a good job. I thought in a way I was a little bit out on the limb because I am terribly traditional in my outlook on these things . . . and yet . . . particularly with middle school teachers . . . it is surprising, in fact, how close we are to each other; we all put reading and writing and numeracy as top priority. . . . And it seems to me the 'Great Debate' is a big waste of time."

On the question of whether "the needs of commerce and industry should be considered more" the messaging behind the two-thirds favourable majority is more complex than may be assumed. As this teacher's comment indicates, the needs of industry are not always readily apparent.

"If we could sort out what the needs of industry were, and what the needs of everybody else were, we could sort out what the needs of the children were—it might help."

Additionally, agreeing to consider the needs of commerce and industry is not the same as believing those needs should dictate what goes on in school. For example, both these teachers would agree that industry's needs should be considered but the second teacher does not see these needs as the ultimate determinate of school practice.

"I think all middle schools have got to realise that the first thing in education for any school is fitting the education for the area that they are going to live in, and the basic thing to live in the world is to have your tummy full, and I don't mean fat, but to have enough to live on. If commerce and industry say these are the standards that we need to give them jobs, then we have to be sensible and say these kids have got to be trained for the jobs."

"Part of education is to help them to live in the world that they are going to live in. . . . So you are competing as adults. . . . But on the other hand, I do not like that industry should dictate what happens in the school."

Among these teachers who do not think industry's needs should be considered, the message of such needs, these two comments are perhaps illustrative. The first teacher, in talking about industry, states:

"They certainly don't require anything that education lately has been trying to do for children, such as make them less passive, take more initiative and so on."

"I think it would be valuable to send out industrialists from this school. If we want to change society—and nobody thinks it's perfect—you know, I don't think we should answer to the demands of industry. . . . My particular hope isn't so far as it went. However, there is a need to complement each nation's representative responses with data that illuminate the complexity of meaning behind such responses."

Mark B. Ginsburg is in the Department of Educational Enquiries, University of Aston in Birmingham.

The Network column will be held over until next week.

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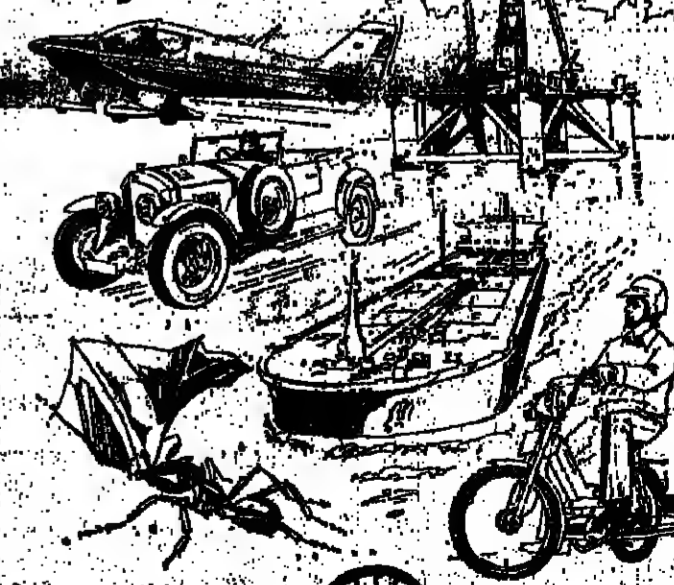
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See pages 54 & 55

**headships**  
Applications are invited for experienced and suitably qualified primary teachers for the headships of the following schools:  
Melbourne Junior School (Readership) 207 children Group 4  
Mickleover Junior School, Derby (Readership) 280 children Group 5  
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**NORFOLK COUNTY COUNCIL**  
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(1) Stradbroke Infant School (Group 1)  
(2) Birkton V.C.F. School (Group 1)  
(Vacancy No. 2 is a re-appointment - previous applicants will be considered together with new applications.)  
Application forms and further details from County Education Officer, County Hall, Norwich, only on receipt of a stamped addressed foolecap envelope.

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EDUCATION DEPARTMENT  
PRIMARY SCHOOLS  
Re-advertisement  
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Tel. Heywood 80494.

**NORFOLK COUNTY COUNCIL**  
Education Department  
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required for  
(1) BAWDESWELL CP SCHOOL. (Group 2)  
(2) BUXTON CP SCHOOL. (Group 4)  
Application forms and further details can be obtained ONLY by sending a stamped addressed foolecap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.  
Closing date for applications: October 14.  
Removal expenses are payable in accordance with the Authority's scheme.

**NORFOLK COUNTY COUNCIL**  
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required for  
Colby C.P. School (Group 2)  
Further details and application forms can be obtained ONLY by sending a stamped addressed foolecap envelope to the County Education Officer, County Hall, Norwich NR1 2DL.  
Closing date for applications, October 17, 1977.  
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**St. Stephen's R.C. J.I. School**  
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Meneah Road, Handsworth B21 6EY  
Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of  
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at the above-named school.  
Application forms, to be returned by 10th October, 1977, are obtainable from Correspondent Manager, Rev. M. Brady, o/o school.  
There is a scheme for assistance with removal expenses.

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PRIMARY Deputy Headships continued

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HERTFORDSHIRE EAST HERTS DISTRICT EDUCATION AUTHORITY (ST. PAUL'S)

HERTFORDSHIRE HERFORD JUNIOR SCHOOL DEPUTY HEADSHIP (GROUP 4)

KENT COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESEND DIVISION ST. JOHN'S R.O.

ROCHESTER DISTRICT EDUCATION AUTHORITY (ROCHESTER JUNIOR SCHOOL) DEPUTY HEADSHIP (GROUP 6)

MEDWAY DIVISION ST. JOHN'S R.O. DEPUTY HEADSHIP (GROUP 6)

HERTFORDSHIRE HERFORD JUNIOR SCHOOL DEPUTY HEADSHIP (GROUP 4)

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CARDINAL NEWMAN SCHOOL Poplar Avenue, Edgbaston B17 6ES. Applications are invited from experienced Roman Catholic teachers for the post of Second Mistress/Master

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SECONDARY Deputy Headships continued

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LEICESTERSHIRE Education Committee... Applications are invited from suitably qualified persons...

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Applications are invited from suitably qualified persons...

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Applications are invited from suitably qualified persons...

Applications are invited from suitably qualified persons...

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Applications are invited from suitably qualified persons...

HILLINGDON COUNTY COUNCIL

Applications are invited from suitably qualified persons...

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ROYS' COUNTY COUNCIL

Applications are invited from suitably qualified persons...

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ESSEX THE DONVALLEY SCHOOL

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Applications are invited from suitably qualified persons...

Applications are invited from suitably qualified persons...

Applications are invited from suitably qualified persons...

Applications are invited from suitably qualified persons...

CITY OF COVENTRY Required January, ASSISTANT TEACHERS at COUNDON COURT MIXED COMPREHENSIVE SCHOOL... Applications are invited from suitably qualified persons...

WAKEFIELD (City of) EDUCATION COMMITTEE... Applications are invited from suitably qualified persons...

WILTSHIRE Education Committee... Applications are invited from suitably qualified persons...

WILTSHIRE Education Committee... Applications are invited from suitably qualified persons...

WILTSHIRE Education Committee... Applications are invited from suitably qualified persons...

Suffolk County Council STOKES HIGH SCHOOL... Applications are invited from suitably qualified persons...

By Subject Classification

- Art and Design
Heads of Department
CAMBRIDGESHIRE
LEICESTERSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE

Other Posts on Scale 2 and above

- GLoucestershire
WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE

Scale 1 Posts

- WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE

Other Posts on Scale 2 and above

- WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE

Scale 1 Posts

- WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE
WILTSHIRE









SECONDARY Physical Education continued

DEVO... HERTFORDSHIRE... HILLINGDON... ESSEX... HAMPSHIRE... Herefordshire County Council... Devon County Council... Hertfordshire County Council... Hillingdon Education Authority... Essex Education Authority... Hampshire County Council...

OXFORDSHIRE... WOLVERHAMPTON... SUFFOLK... Other Posts on Scale 2 and above

OXFORDSHIRE... WOLVERHAMPTON... SUFFOLK... Other Posts on Scale 2 and above... Oxfordshire Education Authority... Wolverhampton Education Authority... Suffolk County Council... Other posts on Scale 2 and above.

WAKEFIELD (City of)... Religious Education... Heads of Department

WAKEFIELD (City of)... Religious Education... Heads of Department... Wakefield Education Authority... Religious Education posts... Heads of Department posts.

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above... Various secondary schools and posts on Scale 2 and above.

Rural Studies... Heads of Department

Rural Studies... Heads of Department... Various secondary schools and posts related to Rural Studies and Heads of Department.

Science... Heads of Department

Science... Heads of Department... Various secondary schools and posts related to Science and Heads of Department.

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above... Various secondary schools and posts on Scale 2 and above.

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above... Various secondary schools and posts on Scale 2 and above.

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Other Posts on Scale 2 and above

Other Posts on Scale 2 and above... Various secondary schools and posts on Scale 2 and above.

HATFIELD HIGH SCHOOL... HERTFORDSHIRE COUNTY COUNCIL... HATFIELD HIGH SCHOOL... Hertfordshire County Council... Hatfield High School... Hertfordshire County Council... Hatfield High School... Hertfordshire County Council...

WOLVERHAMPTON EDUCATION COMMITTEE... WOLVERHAMPTON EDUCATION COMMITTEE... Wolverhampton Education Committee... Wolverhampton Education Committee... Wolverhampton Education Committee... Wolverhampton Education Committee...

LEICESTERSHIRE... LEICESTERSHIRE... LEICESTERSHIRE... Leicestershire... Leicestershire... Leicestershire... Leicestershire... Leicestershire... Leicestershire...

WILTSHIRE... WILTSHIRE... WILTSHIRE... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire...

NOTTINGHAMSHIRE... NOTTINGHAMSHIRE... NOTTINGHAMSHIRE... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire...

SHROPSHIRE... SHROPSHIRE... SHROPSHIRE... Shropshire... Shropshire... Shropshire... Shropshire... Shropshire... Shropshire...

Doncaster Metropolitan Borough Council... HATFIELD HIGH SCHOOL... HATFIELD HIGH SCHOOL... Hatfield High School... Hatfield High School... Hatfield High School... Hatfield High School...

WILTSHIRE... WILTSHIRE... WILTSHIRE... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire...

BIRMINGHAM CITY COUNCIL... ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE... APPLICATIONS ARE INVITED FOR THE POST OF PRINCIPAL... Birmingham City Council... Adult Education, Youth and Community Service... Applications are invited for the post of Principal...

HERTFORDSHIRE COUNTY COUNCIL... HERTFORDSHIRE COUNTY COUNCIL... Hertfordshire County Council... Hertfordshire County Council... Hertfordshire County Council... Hertfordshire County Council...

Bolton Metropolitan Borough... Head of Special Studies, Scale 3... Mathematics, Scale 2... Bolton Metropolitan Borough... Head of Special Studies, Scale 3... Mathematics, Scale 2... Bolton Metropolitan Borough... Head of Special Studies, Scale 3... Mathematics, Scale 2...

NOTTINGHAMSHIRE... NOTTINGHAMSHIRE... NOTTINGHAMSHIRE... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire... Nottinghamshire...

BOROUGH OF HARINGEY... THE SCHOOL OF ST. DAVID AND ST. KATHARINE... HEAD OF RELIGIOUS EDUCATION (Scale 3)... Borough of Haringey... The School of St. David and St. Katharine... Head of Religious Education (Scale 3)...

WILTSHIRE... WILTSHIRE... WILTSHIRE... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire... Wiltshire...

HERTFORDSHIRE COUNTY COUNCIL... ALLEY'S SCHOOL, STEVENAGE SG1 3BE... HERTFORDSHIRE COUNTY COUNCIL... Alley's School, Stevenage SG1 3BE... Hertfordshire County Council... Alley's School, Stevenage SG1 3BE... Hertfordshire County Council...

Inner London Education Authority... ilea Secondary Vacancies for September 1977... Design and Technology Home Economics Physics... Inner London Education Authority... ilea Secondary Vacancies for September 1977... Design and Technology Home Economics Physics... Inner London Education Authority... ilea Secondary Vacancies for September 1977... Design and Technology Home Economics Physics...

















UNIVERSITIES Appointments continued

UNIVERSITY APPOINTMENTS are also advertised in THE TIMES HIGHER EDUCATION SUPPLEMENT

The University for Higher Education... The University for Higher Education...

Fellowships Studentships and Research Awards

NEWCASTLE Upon Tyne UNIVERSITY OF SCHOOLS FELLOWSHIP

Applications for the Schools Fellowship... Applications for the Schools Fellowship...

Colleges of Higher Education

COLLEGE OF EDUCATION... COLLEGE OF EDUCATION... COLLEGE OF EDUCATION...

SOUTH GLAMORGAN COLLEGE OF EDUCATION

Applications are invited for the following posts... Applications are invited for the following posts...

COLLEGE OF EDUCATION

Applications are invited for the following posts... Applications are invited for the following posts...

COLLEGE OF EDUCATION

Applications are invited for the following posts... Applications are invited for the following posts...

LIVERPOOL COLLEGE OF EDUCATION

Applications are invited for the following posts... Applications are invited for the following posts...

City of Manchester Education Committee

CE-10 LECTURER GRADE 1 - HANDICRAFTS... CE-10 LECTURER GRADE 1 - HANDICRAFTS...

CITY OF LIVERPOOL SOCIAL SERVICES DEPARTMENT

Applications are invited for the following posts... Applications are invited for the following posts...

ST. CHRISTOPHER'S COMMUNITY HOME WITH EDUCATION

ASSISTANT PRINCIPAL (Education) £5,256-£6,288... ASSISTANT PRINCIPAL (Education) £5,256-£6,288...

OXFORDSHIRE COUNTY COUNCIL

Applications are invited for the following posts... Applications are invited for the following posts...

LONDON BOROUGH OF HILLINGDON

Applications are invited for the following posts... Applications are invited for the following posts...

Assessment Centres

Applications are invited for the following posts... Applications are invited for the following posts...

CAMBRIDGESHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

CAMBRIDGESHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

HARINGEY

Applications are invited for the following posts... Applications are invited for the following posts...

REDFORDSHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

BIRMINGHAM

Applications are invited for the following posts... Applications are invited for the following posts...

BUCKINGHAMSHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

BUCKINGHAMSHIRE

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BUCKINGHAMSHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

BUCKINGHAMSHIRE

Applications are invited for the following posts... Applications are invited for the following posts...

Senior Appointments Youth Treatment Centres Deputy Director Assistant Director Head of House... Senior Appointments Youth Treatment Centres Deputy Director Assistant Director Head of House...

JORDANHILL COLLEGE OF EDUCATION / GLASGOW TUTOR IN THE DEPARTMENT OF YOUTH & COMMUNITY SERVICE... JORDANHILL COLLEGE OF EDUCATION / GLASGOW TUTOR IN THE DEPARTMENT OF YOUTH & COMMUNITY SERVICE...

St John's Community Home School Teacher of general subjects... St John's Community Home School Teacher of general subjects...

Technical Education Adviser £9,320-£10,470... Technical Education Adviser £9,320-£10,470...

OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries Botswana Secondary Teacher Home Economics Secondary Teacher English... OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries Botswana Secondary Teacher Home Economics Secondary Teacher English...

YOUTH AND COMMUNITY SERVICE

CARDIFF... DURHAM... LANCASHIRE... SOUTH YORKSHIRE... WEST YORKSHIRE... YORKSHIRE

County Youth Service... Applications invited from... Salary scale... £3,861-£4,214

County of Cleveland Social Services Department Temporary Community Worker (Neighbourhood Worker) £3,861-£4,214

Deputy Director Curriculum Development Centre Canberra, Australia \$A24,252 p.a.

LONDON

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

NEWCASTLE upon Tyne

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

ROTHESLAM

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

STAFFORDSHIRE

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

SOUTH YORKSHIRE

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

WEST SUSSEX

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

LONDON

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

SOLOMON ISLANDS

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

OVERSEAS APPOINTMENTS

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

TEACHER TRAINERS IN EFL (EGYPT)

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

TWO TEACHERS OF ENGLISH (BAHRAIN)

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

LECTOR IN ENGLISH (YUGOSLAVIA)

Further particulars and applications... Applications invited from... Salary scale... £2,800-£3,200

Applications invited from... Salary scale... £2,800-£3,200

THE BRITISH COUNCIL OVERSEAS TEACHING POSTS

RIO DE JANEIRO

The Sociedade Brasileira de Cultura Inglesa requires for 1 March, 1978, up to 10 teachers of English as a Foreign Language in its branches in Rio de Janeiro (one vacancy Brasilia). Candidates, under 45, single or childless married couples...

GENERAL SYNOD BOARD OF EDUCATION

TRAINING OFFICER

This post will become vacant on 1st January, 1978. The officer appointed to the Board staff will be required to have competence and experience in human relations training, especially in the areas of group process, organization development...

Full details, and application form from the Secretary to the General Secretary, Board of Education, Church House, Dean's Yard, Westminster, London SW1P 3NZ. Telephone No. 01-222 9011.

CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE

The Centre is an independent organization to promote good practice in the education of the individually disadvantaged at all stages, taking into account the distinct needs of disadvantaged children...

A DIRECTOR

It is now required to succeed Mr S. O. Roberts, HMI, at the Directorship of the Department on 1 April, 1978. Applicants are invited to submit their curriculum vitae...

MADELEY COURT CENTRE TELFORD SALOP

DEPUTY MANAGER AND SECRETARY OF THE COURT ASSOCIATION - Grade: SO1 + £500 - £4,739 - £5,345 Plus Phase 1 and 2 Supplements

The Court Centre is a major recreational establishment including: sports hall, gymnasium, swimming bath, tennis area, pitches, and shops, social hall and bar facilities. It serves a wide range of expanding community school.

OVERSEAS Appointments continued

ARGENTINA

For the teaching of English in the Buenos Aires area, the Argentine Ministry of Education is seeking applications for the post of English teacher...

WEST GERMANY - International Language Centre, International Language Centre, International Language Centre, International Language Centre...

INDIA - Headmaster required for a small residential school for children in the region of Madhya Pradesh...

PAPUA NEW GUINEA - KUPUNIA PRIMARY SCHOOL - Schoolmaster position available for 1978...

GERMANY - U.F.L. TEACHER wanted. Good German speaker. 0-10 years. Phone 0776 51414.

URUGUAY - U.F.L. Teacher wanted for the primary school for children in the region of Montevideo...

ITALY - Primary school for 100 pupils. Full details from the Director, Ministry of Education, Rome.

Administration

Local Education Authority

DEVON COUNTY COUNCIL ADVISORY TEACHER for ORAMA. Applications are invited from suitably qualified persons for the post of Advisory Teacher for the Orama area...

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DEVON COUNTY COUNCIL ADVISORY TEACHER for ORAMA. Applications are invited from suitably qualified persons for the post of Advisory Teacher for the Orama area...

REQUIREMENT Officer for an expanding company

Requirement Officer for an expanding company operating out of the Midlands. The postholder will be responsible for the recruitment and selection of staff...

General

ASSOCIATION SECRETARY

A Secretary is required for the Association of Teachers. The postholder will be responsible for the administrative and financial aspects of the Association...

HERTFORDSHIRE COUNTY COUNCIL

Assistant Secretary for the Hertfordshire County Council. The postholder will be responsible for the administrative and financial aspects of the Council...

BERKSHIRE COUNTY COUNCIL

Assistant Secretary for the Berkshire County Council. The postholder will be responsible for the administrative and financial aspects of the Council...

ROUSELTON

Assistant Secretary for Rouseleton. The postholder will be responsible for the administrative and financial aspects of the organization...

KIRKLEES

Assistant Secretary for Kirklees. The postholder will be responsible for the administrative and financial aspects of the organization...

LONDON BOROUGH SOCIETY

Assistant Secretary for the London Borough Society. The postholder will be responsible for the administrative and financial aspects of the Society...

PCL YOUNG ADVENTURE

Assistant Secretary for PCL Young Adventure. The postholder will be responsible for the administrative and financial aspects of the organization...

CAMDEN AND ISLINGTON AREA HEALTH AUTHORITY. To work in the Health Authority, providing health services to the community in Camden and Islington...

CORNWALL. Applications for posts in the Cornwall County Council. The posts include various administrative and financial roles...

DERBYSHIRE COUNTY COUNCIL. Applications for posts in the Derbyshire County Council. The posts include various administrative and financial roles...

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TAMESIDE COLLEGE OF TECHNOLOGY SENIOR ADMINISTRATIVE OFFICER. Grade: SO1 £4,758 to £5,085 p.a. (Including supplements). To be responsible to the Principal for the overall administration of the college...

Cheshire SENIOR CAREERS OFFICER. APS £3,825-£4,085 (plus supplement of between £518-£520 p.a.). RUNCORN. Required from 1st January 1978. The Senior Careers Officer will be based at Runcorn and will deal with a caseload including able pupils and deputise for the District Careers Officer.

London Borough of Enfield CAREERS OFFICER £3,694-£4,072. This post will provide experience in the full range of vocational guidance offered at Enfield Careers Office. Candidates who are experienced, or who have recently completed a full time course of training, will be considered.

KENT County Council Education Department Assistant Inspector (£5,936 to £6,660 plus supplement of £520). Applicants should have wide experience in Further Education - experience in the field of Adult Education and/or in in-service training would also be an added advantage.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. Senior Research Officer. Research Officer £5,975-£6,512. Senior Research Officer £6,015-£6,885. Assistant Research Officer £5,515-£6,105.

CORNWALL Education Department CAREERS OFFICER £3,234-£4,014 p.a. (AP: 3/4) + Stage 2 supplement. This post is based at St Austell within the Restormel district of the County. Applicants should be qualified for and/or experienced in the Careers Service.

HERTFORDSHIRE COUNTY COUNCIL CAREERS SERVICE SENIOR CAREERS OFFICER (ST ALBANS DIVISION). SENIOR CAREERS OFFICER (EAST HERTFORDSHIRE DIVISION). SENIOR CAREERS OFFICER (NORTH HERTFORDSHIRE DIVISION). Salary: £3,825 to £4,095 plus £312-Supplement and Phase 2, Outer Fringe Allowance where appropriate.

LONDON BOROUGH OF HARINGEY EDUCATION DEPARTMENT CHIEF ADVISOR. Soulbury Scale (Burrham Head Teacher Group 11) £8,535-£9,158. Applicants are invited from suitably qualified and experienced persons for this post which falls vacant on 1st January 1978, on the retirement of the present holder.

NORTH-EASTERN EDUCATION AND LIBRARY BOARD CAREERS/EDUCATIONAL GUIDANCE ADVISER. Applications are invited from men and women with at least 7 years' full-time teaching experience. A relevant professional qualification in careers/educational guidance would be an advantage.

HERTFORDSHIRE COUNTY COUNCIL CHIEF ADVISER. Salary: Head Group 12, £8,805 to £9,390 (including area allowance). Applications are invited from graduates with suitable teaching experience including experience in secondary schools, for the post of Chief Adviser.

Cumbria Education Senior Careers Officer. £3,825 to £4,095 plus supplements to a maximum of £520 per annum. Workingston. Cumbria County Council invites applications from experienced persons for the above post. To be responsible for giving careers advice to the educationally more able pupils and co-ordinating the work of a small team of officers.

Durham County Council Director of Education. Applications for this post, which will become vacant on 31st December 1977, are invited from candidates who are graduates of a British University and have appropriate teaching experience and substantial educational administrative experience in a major and progressive local authority.

Lincolnshire Education Assistant Principal Careers Officer. Lippold SO1: £4,239-£4,548 plus £520 supplement based at County Offices, Lincoln. Applicants should have a good academic background and substantial experience in the Careers Service or comparable employment.

Leicestershire ASSISTANT EDUCATION OFFICER (BUILDINGS) PO2 (1-8) £5,889-£6,564 + £520 Supplements

COUNCIL FOR NATIONAL ACADEMIC AWARDS EXECUTIVE OFFICERS The Council has vacancies for two Executive Officers, one in the Membership Section and one in Registrations.

NATIONAL CHILDREN'S BUREAU SENIOR INFORMATION OFFICER Salary Scale £5,163-£7,104

GENERAL SYNOD BOARD OF EDUCATION RESOURCES AND YOUTH PROJECTS OFFICER This post will become vacant on January 1, 1978.

NALGO EDUCATION DEPARTMENT VACANCIES SENIOR OFFICER The applicant should be able to make a contribution to the range of services provided by the education department of headquarters.

H.M. Inspector of Schools Higher and Further Education Applications are invited from men and women, preferably aged between 35 and 45, for appointment as H.M. Inspectors to work mainly in the field of higher and further education.

Department of Health and Social Security ST CHARLES YOUTH TREATMENT CENTRE TEACHERS CHILD CARE OFFICERS NURSES OCCUPATIONAL THERAPISTS

TECHNICIAN EDUCATION COUNCIL Appointment of ADVISORY OFFICERS Applications are invited for two additional posts being established in January 1978.

LONDON BOROUGH OF BARKING EDUCATION DEPARTMENT Chief Education Welfare Officer Salary grade APS, £4,422 to £4,862 Inclusive plus the range related supplement.

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

Department of Health and Social Security ST CHARLES YOUTH TREATMENT CENTRE TEACHERS CHILD CARE OFFICERS NURSES OCCUPATIONAL THERAPISTS

ADMINISTRATION General continued LONDON AIB COLLEGE OF AREA OFFICERS

SCHOOL HEALTH SERVICE GREENWICK AND BEXLEY AREA HEALTH AUTHORITY HEALTH EDUCATION OFFICER

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

EXAMINERS BIRMINGHAM THE ASSOCIATED EXAMINING BOARD FOR THE GENERAL CERTIFICATE OF EDUCATION

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

STOCKPORT THE CHAMBER SCHOOL Independent/Oriental Grant Day

Education Department Senior Educational Psychologist (Post E.270) Applications are invited from experienced Educational Psychologists for the above post.

Suffolk County Council SOUTH WESTERN EXAMINATIONS BOARD 23-29 Marsh Street, Bristol, BS1 4BP

Applications are invited from teachers serving in secondary schools for the following posts: (a) Chief Moderator in Arithmetic.

THE TEXTILE INSTITUTE JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

METROPOLITAN REGIONAL EXAMINATIONS BOARD JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

MANCHESTER JOINT MANCHESTER (HAI) UNIVERSITY OF MANCHESTER, MANCHESTER METAL AMANUSIAIIVE ASSISTANT

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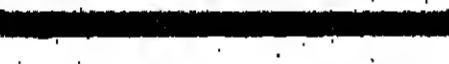
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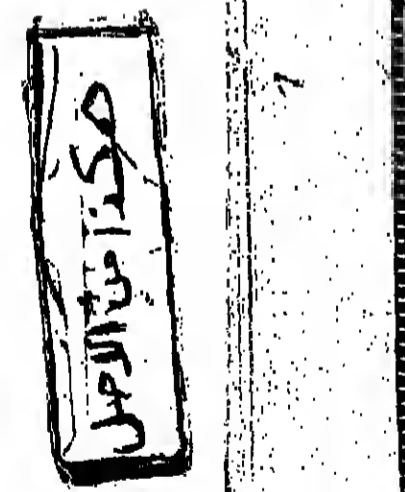
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